DOCUMENT RESUME

ED 258 171 CS 208 771

TITLE Lesson Plans in Communication Arts A, Summer '83. Preparation for Raising Educational Performance [HS PREP Experimental Program].

INSTITUTION New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

PUB DATE 83

NOTE 130p.; For related documents, see CS 208 772, ED 244 034, and ED 244 045.

PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC06 Plus Postage.

DESCRIPTORS Communication Skills; English Instruction; Grade 9; Language Skills; Lesson Plans; *Listening Skills; *Reading Instruction; *Remedial Instruction; Secondary Education; Sequential Learning; *Speech Skills; Summer Programs; *Writing Instruction

ABSTRACT

Developed to assist teachers of communication arts in the high school PREP (Preparation for Raising Educational Performance) summer classes, the 30 75-minute lessons in this first of two handbooks are designed to help ninth graders operating with below grade level reading skills (around the 5th-7th grade level) improve their reading comprehension. The lessons, set within a sequence of instruction that recapitulates actual language development, cover listening, speaking, reading, and writing, and begin by exploring students' prior knowledge and experiences as a foundation for the new concepts to be learned. Writing is included as a daily activity. In addition to the lessons, the document contains a daily instructional design, an outline for a whole-class reading lesson, a description of "word banks" to be kept by each child, lists of reading materials, discussions of the language experience and the Fernald approaches, and suggestions for teachers on goals, directed reading activities, and homework review. (HOD)

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Preparation for Raising Educational Performance

HS PREP

Experimental

Summer '83

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Lesson Plans in

Communication Arts

A

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CS 208 771

NEW YORK CITY BOARD OF EDUCATION
OFFICE OF CURRICULUM DEVELOPMENT AND SUPPORT
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FOREWORD

The high school program, Preparation for Raising Educational Performance, PREP, has been initiated to assist entering ninth graders in realizing success during their emerging years in high school.

Students have been selected for the PREP program because their current achievements in the communication arts predictably limit their ability to benefit from instruction in all subject areas. As they enter this program, we are aware not only of their test scores but of other very real concerns:

- They have been in remedial programs before and wonder if this one will be different.
- They wonder if high school will be a more fulfilling and successful experience.
- They have struggled not only in English classes, but in science, social studies, and mathematics as well.
- In spite of academic deficiencies, their personal, social, and career goals are the same as those of other ninth-graders.

The lessons contained in this handbook have been developed in response to these concerns. This design, however, is only one part of the total high school PREP program which is a diversified curriculum of broader goals. Emphasis this summer is on changing attitudes and motivating students to want to come to school. This component is offered within the context of a full day's activities designed to stimulate interest and to improve academic progress, school attendance, career awareness, and occupational skills. At the same time, it is the intention of the program to provide some of the summer fun that all students have looked forward to all year.

We hope this program will help you and your students enjoy a rewarding summer.

Charlotte Frank

Charlotte Frank
Executive Director
Division of Curriculum and Instruction

ACKNOWLEDGMENTS

High School PREP Program: Communication Arts Summer '83 Handbook and Lesson Plans for Group A (5.0 and above) and Group B (4.9 and below) were developed to assist teachers of communication arts in the high school PREP summer program classes. They were prepared as a project of the Division of Curriculum and Instruction, Charlotte Frank, Executive Director, through the Office of Curriculum Development and Support, Morris Freedman, Director.

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High School PREP Program

Lesson Plans for Communication Arts

TABLE OF CONTENTS

FOREWORD iii

INTRODUCTION 1

LESSON PLANS: GROUP A (5.0 and above)

Days 1-5 15

Days 6-10 33

Days 11-15 44

Days 16-20 76

Days 21-25 107

Days 26-30 127

TEACHER EVALUATION 143

INTRODUCTION

Ninth grade students whose measurable achievement in reading is insufficient to prepare them for the demands of the standard ninth grade curriculum present a need for innovative instructional planning. The primary concern emanates from the fact that their personal, social, and occupational interests reflect their chronological age even though their academic development does not.

The high school PREP program is designed to help students bridge this disparity between their real needs and their current levels of achievement. Remedial instruction in these lessons presents a highly focused opportunity for students to improve their processing of information that is presented in the form of written language: reading comprehension.

Reading, however, is only the most visible--and most easily measured--"tip of the iceberg" of communication arts, and directly reflects students' parallel development in speaking, listening, and writing. Achievement will be maximized, therefore, by assuring a total, developmentally structured experience in all forms of verbal communication. This same structure will be applied to different kinds of reading material, both the narrative and expository, to assure familiarity with the different demands implicit in comprehending these two genres.

All lessons are set within a sequence of instruction which recapitulates actual language development: first listening, then speaking, then reading, and then writing. The information to be learned is also structured so that students start with the known and move to the unknown. That is, lessons begin by exploring students' prior knowledge and experiences that are relevant to, and will provide foundation for, the new concepts to be learned.

Writing is included as a daily activity. By experiencing themselves as authors, students will be better able to understand and interpret the meaning intended by the authors of the texts they encounter.

Each 75-minute lesson provides for a variety of experiences in all modes of communication, in varied types of reading material, and in different instructional units: large, small, and individual. Writing, for example, is directed as an individual experience in daily Journal Writing and as a group experience when all students write on an assigned topic. A specific skill of reading comprehension is the shared objective of the whole group as they read literature or content area text materials.

The small group (Individualized Tutorial) reading lesson follows the whole class lesson, providing for intensive instruction in the decoding of the text. Using the reading material from the whole group reading lesson, instruction focuses on structural (word) analysis, semantic analysis, and syntactic analysis.

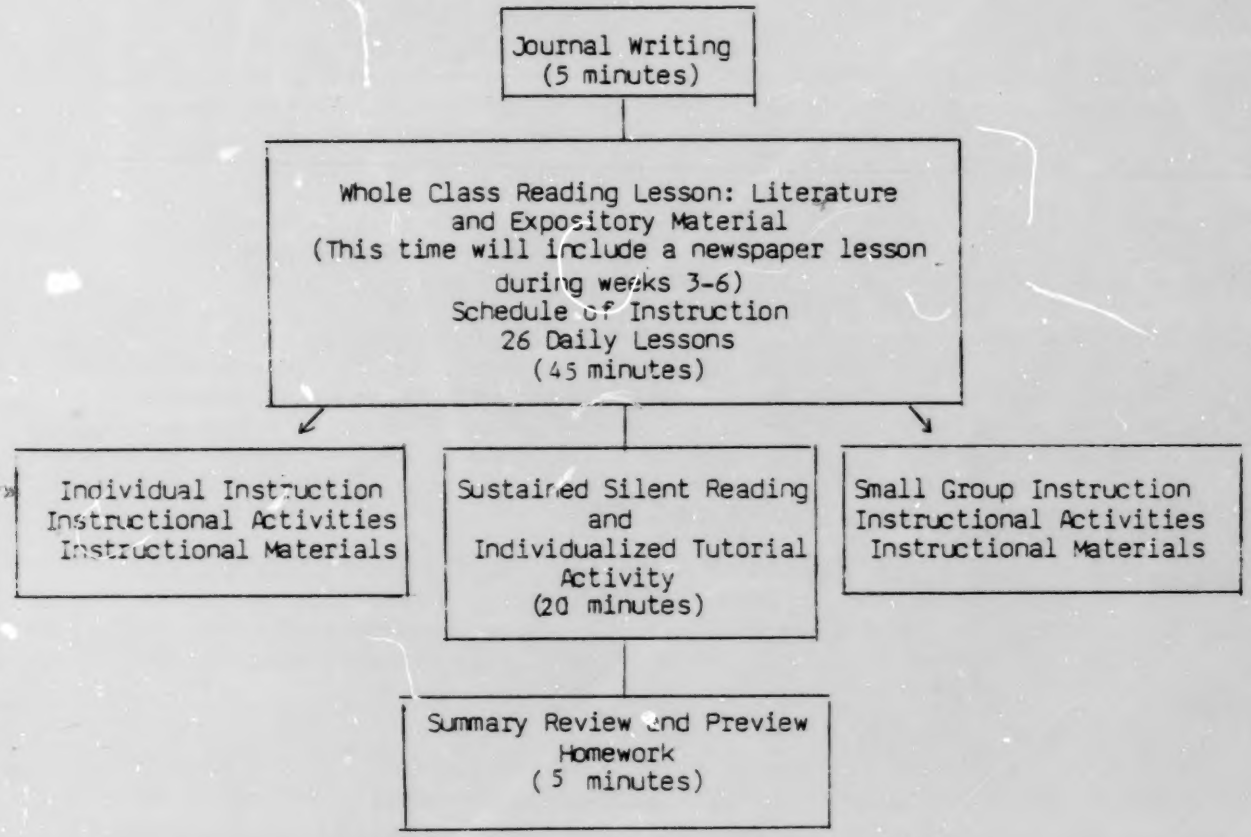
While one group is engaged in this tutorial period the other students have an opportunity to apply new learning in independent activities. The lessons are designed to allow the teacher to alternate the individualized tutorial group and the independent activity group so that each group performs both activities several times each week. Independent activity usually takes the form of sustained silent reading. The students in this group choose some reading material from books and magazines made available to the class. These students then silently read the materials they have selected while the other group receives instruction in the individualized tutorial lesson.

Daily Instructional Design

HIGH SCHOOL PREP PROGRAM
IN
COMMUNICATION ARTS
SUMMER 1983

DAILY INSTRUCTIONAL DESIGN

(75 minutes)



Whole Class Reading Lesson

This is obviously the major focus of the day and, therefore, greatest specificity has been given its design. Each lesson--regardless of reading material and performance objective--has been written to follow this sequence of instructional development.

1. Daily Performance Objective: This objective is based on one or two comprehension criteria suitable to the reading material and tested by the California Achievement Test in reading. (See section on Performance Objectives on the following page.)

2. Preparation Through Directed Instruction

   a) Brainstorming: Teacher introduces conceptual foundations of the material. Elicits students' prior knowledge/experience related to these new concepts through: semantic or idea mapping
   categorization of ideas
   guided questioning

   (written on chalkboard)

   b) Oral Reading: Teacher reads story/passage aloud, in its entirety or in planned installments.

   c) Extended Brainstorming: Students expand maps, lists, etc., of prior knowledge to include new knowledge gained from hearing material read aloud.

   d) Vocabulary Development: Teacher and students identify unfamiliar vocabulary or familiar words with new meaning. Special focus will be on one or more vocabulary criteria tested by the California Achievement Test:

      - Same meaning
      - Opposite meaning
      - Multimeanings

   Students enter new vocabulary in Word Banks. (See section on Word Banks.)

3. Supervised Reading: Following review of concepts and vocabulary identified on previous day, students read the story/passage silently.

   a) Comprehension Probes: With focus on the performance objective, teacher develops directed questions which may be posed

      - before silent reading to guide comprehension
      - during silent reading as teacher interrupts at designated points in the passage
      - after silent reading as practice in comprehension and recall

These three models can be used singly or in any combination suited to the material and the students' needs (e.g., longer passages and/or less able readers will benefit from briefer reading periods, and questions may be best posed during the reading).

4. Application: Students demonstrate their general comprehension of the reading material and their explicit mastery of the performance objective through the completion of a relevant follow-up activity which may include:
   - a written assignment
   - a drama-role play
   - homework assignment or
   - in-school group projects

Performance Objectives: Reading Comprehension

Each whole class reading lesson will be directed toward one or two of the following Performance Objectives. The objective chosen is based on the reading material itself; that is, the material lends itself to the development of that objective (e.g., content area expository texts are not likely to provide opportunities to understand "figurative language").

1. Recall of Facts:

   Students will recall literal information contained in reading and will differentiate these facts from inferred meanings and author's opinions.

2. Inferred Meaning:

   Students will deduce meanings not explicitly stated, but logically suggested by the text. This will include inferring the main idea of the passage and drawing conclusions.

3. Character Analysis:

   Students will identify information in a story which describes the feelings, opinions, habits, or personality traits of characters in the text; students will deduce or infer such traits from relevant information provided by other reading materials, discussion, and observation.

4. Figurative Language:

   Students will identify words and phrases in the selection which are not used in their literal sense, but are colorful or exaggerated substitutes for literal expressions.

5. Author Attitude/Position:

   Students will identify writer's point of view or stance as it is expressed or implied in the text.

6. Techniques of Persuasion:

Students will identify words or phrases used by the author to influence the reader toward a particular point of view; propaganda techniques (e.g., "get on the band wagon") will be identified.

WORD BANKS

Each student should have a WORD BANK that is always accessible. This should be a real bank:

- students "deposit" only words they actually have knowledge of, that they know and use in speaking, listening, and reading;
- students "withdraw" words when they need them as a reference for correct usage or spelling in the course of their writing.

A WORD BANK can be easily made using a box that is about 5" wide and 12" long. (A narrow box from sneakers or slippers is perfect.) Each word is entered on a separate 3 x 5 card; dividers are used to arrange words alphabetically. Students may cut these cards from sheets of heavy paper, if real file cards and dividers are not available.

For each word, students note word analysis and word meaning details. A separate card for each word allows space for students to add their own notes about the word, such as its multiple meanings.

marathon

ma'ra'thon

1) A race of 26 miles, 285 yards.

"My brother ran in the New York Marathon."

2) An unusually long period of time.

"Congress met in a marathon session."

New WORD BANK cards are created as the student gains new vocabulary from individual reading, from a whole class experience, from a listening experience, etc., in or out of school. The creation and accumulation of the cards are effective motivating factors for students' increased awareness of new words and new meanings of known words.

The new WORD BANK may also be developed in the student's notebook using a separate section of the notebook for this purpose.

Reading Materials

1. Texts:

Students in the high school PREP program represent a wide range of achievement in reading comprehension. Accordingly, reading materials were selected at two levels: between fifth and seventh grade readability and between third and fifth grade readability. (There are, therefore, two sets of lesson plans: high school PREP A [5.0 and above] and high school PREP B [4.9 and below], published in separate volumes.) Two anthologies have been selected at each level, which provide a range of appropriate reading difficulty, subject, and genre. The lessons are based upon specific passages within these anthologies selected for their suitability to the stated performance objective.

Anthologies between third and fifth grade readability:

Christ, Henry I. The Challenge of Sports. New York: Globe Book Company, Inc., 1978.

Potter, Robert R. Stories of Surprise and Wonder. New York: Globe Book Company, Inc., 1979.

Anthologies between fifth and seventh grade readability:

Potter, Robert R. Beyond Time and Space. New York: Globe Book Company, Inc., 1978.

Potter, Robert R. Tales of Mystery and the Unknown. New York: Globe Book Company, Inc., 1976.

Above all, the anthologies have been chosen for their attention to topics of interest to adolescent students.

2. Newspapers:

In addition to the lessons based upon literary and expository materials, lessons based on the reading of a daily newspaper are included during the last four weeks of this six-week program. The newspaper provides a ready source of expository reading material about subjects of interest to ninth grade students.

This reading material should be carefully selected so that it relates to the themes which the summer high school is emphasizing. Articles about food, care of the automobile, use of the computer, and the like can be easily found and incorporated into the newspaper section of the day's lesson. The newspaper, furthermore, can offer the students an important social link with their peers and adults in their daily lives in terms of interests and information.

3. Content Reading:

Some lessons have included text and activities from the curriculum guide Citizenship in New York City.* These articles provide an opportunity for reading expository materials similar in style to content area textbooks.

4. Beginning Readers:

It has been anticipated that there may be some students in this program who are unable to benefit from these lessons because of very severe deficits in reading ability.

Such a judgment should be made after the student has had the opportunity to participate in the program. Reading achievement scores far below the "normal grade equivalent" may reflect factors other than actual reading ability: poor test-taking skills, lack of effort due to discouragement, temporary illness while taking the test, etc. It is the intent of this program to provide an optimally supportive instructional design which will enable all students to realize success.

Nevertheless, after an extensive period, teachers may observe a student whose reading deficits are severe to the extent that he/she is not yet able to participate in these lessons. There are several alternative approaches to teaching such students, two of which are described below.

Language Experience Approach (LEA)

This approach can be very effective in teaching disabled readers that printed words are simply spoken language written down. Thus, the students capitalize upon the store of oral language they bring to the reading situation. This provides the unique advantage of students being able to read words and ideas they already understand. As the teacher writes the story dictated by the students, they can see the encoding of speech into print; as they read that story, they experience the same process in reverse: decoding from print into speech.

Using students' own language and ideas provides built-in interest in the material to be read. Phonic and structural elements of the language, as well as specific comprehension processes, are taught analytically, i.e., from the whole (word or story) to its parts.

*Division of Curriculum and Instruction, Office of Curriculum Development and Support, New York City Public Schools, Citizenship in New York City (New York: Board of Education of the City of New York, 1982).

Suggested Procedures

Students are engaged in the oral discussion of a shared or familiar experience, e.g.:

- What did you do yesterday when it rained?
- What did you think of the movie shown in school yesterday?
- What have you noticed about this school?
- Close your eyes: What do you hear?
- What do you know about cars?

Each student is asked to draw a picture illustrating a thought expressed during the discussion (leaving a 4-inch margin at the bottom of the drawing paper).

Alternative: Teacher presents a series of pictures representing a topic of common interest (sports; outer-space probes; political campaigns; music) and students provide the language to describe each one.

Seated as a group, each student gives the teacher his/her drawing and dictates a caption, which the teacher writes in the 4" lower margin. (Dictated language is best written verbatim. If there is a gross distortion of meaning, the teacher may tactfully suggest an alternative word or sequence.)

As each caption is written, the teacher comments, and elicits comments, on:

- spelling patterns: common and/or unusual
- similarities/differences between words
- frequency of basic sight vocabulary
- esoteric or low frequency words
- the permanence of written language, as contrasted with oral.

The group's captioned pictures are examined as a collection on a specific theme. The students collectively suggest an appropriate sequential arrangement for them. When sequenced, the students take turns reading the captions aloud as the teacher writes them on the experience chart. (Spaces are left for connecting sentences/phrases.)

Students together reread the dictated story and insert connecting sentences/phrases to give it continuity. The story is copied by each student into a notebook. This is now the reading material for use in the supervised practice of word analysis and comprehension skills.

Note: The preceding procedures are obviously not the work of one lesson. The whole process can and should be extended over many days. In this way, the teacher provides for testing recall of whatever words were dictated and read on the first day.

Fernald Approach

First introduced by Grace Fernald in 1921, the approach has been incorporated under other names, such as VAKT, multimodal, kinesthetic-tracing, perceptual-motor, et cetera.

The Fernald approach is based upon its developer's observation of her students' "need for movement." She therefore added that component--movement, or kinesthesis--to sight and hearing in helping young adolescents to learn. Ms. Fernald favored the use of cursive writing and the student's own (organic) vocabulary in her teaching. Words may be selected from an LEA story that the group wrote. Through the years, there have been many adaptations of this approach, using manuscript writing, sight words, vocabulary from content areas, etc. Whatever handwriting or vocabulary is used, however, the basic sequence of instruction is invariant.

Stage One

For nonreaders or seriously disabled readers, use crayon on a 4" x 10" construction paper. A rough surface, such as wire mesh or sandpaper, can be placed under the paper. This results in raised letters for the final product.

- Students see the teacher write the word.
- Students hear the teacher say the word.
- Students say the word.
- Students trace the word with their fingertips and feel the surface of the letters.
- Students feel the movement of the letter outlines.
- Students see the movement of their own hands writing the word.
- Students say the word as they trace it.
- Students hear themselves say the word as they trace it.
- Students write the word from memory (three times).

Stage Two

For less disabled readers, this shorter and less complex sequence is recommended. Using pencil on index card:

- Students see the teacher write the word.
- Students hear the teacher say the word.
- Students say the word.
- Students visualize the word (eyes closed).
- Students write the word from memory (three times).

Stage Three

If Stages One or Two have used cursive writing, the same word should be printed now (on individualized cards, or listed on paper) so that students see letters as they appear in books.

- Students look at (study) the word.
- Students hear the teacher say the word.
- Students say the word.
- Students write the word from memory (three times).

Stage Four

Using words in sentence context. Each word taught is now printed in the context of a sentence.

- Students look a new words in the sentence.
- Students visually note resemblance of new words to those already learned.
- Students hear the teacher say the word previously learned.
- Students write the word from memory (three times).

The index cards and notebooks students have used are the individual "word banks." These become reference files to which new words may be compared.

Phonic and structural elements are taught analytically, i.e., by directing the student's attention to the phonic elements in words already mastered. Word analysis skills will increase as these phonic elements are noted again and again in known words and in new words.

Deficits previously noted in the areas of comprehension can be taught. When words are put in the context of a sentence (Stage Four), these sentences can become the material for processing literal, interpretive, and inferential meanings. Meanings of new words in the same sentences can be deduced through context clues. Single sentences may be expanded to develop more meaningful material for further teaching.

Either of these approaches is likely to require a different apportionment of time than has been suggested for these lessons. Therefore, students being taught by these methods should be seen separately, in small groups.

Infusion of Basic Skills in Communication Arts

It is important for the teacher to recognize that these lessons provide for instruction in basic skills (listening, speaking, reading, writing) through the integration of these Communication Arts skills within a 75 minute structure.

Because many summer high school PREP programs use different configurations of time, the lessons have been arranged to enable the teacher to use different sections of these lessons, where it is appropriate, within the school's instructional design.

In whatever way the teacher chooses to employ these materials, it is imperative that a systematic approach be developed to infuse listening, speaking, reading, and writing activities into the summer program.

Introductory Notes to Teachers

NOTES TO TEACHERS RE: GOALS AND DIRECTIONS

To facilitate meeting the goals of the program, before classes begin:

1. Prepare library for sustained silent reading. Group books by topics, author, etc., in an attractive manner.

2. Prepare notebooks for journal writing activity.

3. Have copies of each reading text to be used in each lesson.

NOTES TO TEACHERS RE: DIRECTED READING/WRITING ACTIVITIES

1. Before students begin their reading/writing activities on their own, it is a good procedure to have them read directions to themselves.
   Ask: "What is it you are being asked to do?"
   Students orally summarize directions (rereading directions, if necessary).

2. When students read silently or write in their notebooks, provide essential guidance: encourage students' efforts; note difficulties; assist where needed, etc.

3. Always note strengths in students' work: "That's a good descriptive word." "You've phrased your ideas very well in this sentence." etc.

4. Encourage students to reread parts of a passage, story, etc. in order to locate the exact word(s), sentence(s), etc. that support the students' own answers, points of view, etc.

5. When necessary, tactfully draw students' attention to blocks to communication: misspellings, syntactic or semantic errors, etc.

NOTES TO TEACHERS RE: TEACHING VOCABULARY

As often as necessary, preteach those vocabulary words that might impede students' understanding of a selection. Preteach 2 or 3 words at a time for each such selection. Choose: words that have dual meanings that must be seen in context to be understood; words that are difficult, but which have context clues; words that can be analyzed structurally (roots, affixes, etc.).

NOTES TO TEACHERS RE: REVIEW/PREVIEW/HOMEWORK ACTIVITIES

Review:

Students refer to their notebooks, classwork, etc., as they briefly answer teacher's questions as follows:

1. What thoughts were expressed in our journal writing today? Elicit: how I feel about, ... what bothered me, ... etc.

2. What did you find most interesting in today's newspaper? Elicit: several responses to show variety of students' interests and variety in newspaper coverage, etc.

3. What did we read about today? What lessons did our reading teach us?

4. (For Individualized Tutorial) What did we do today? What did this teach us?

   (For Sustained Silent Reading) What part of the book you read today did you find the funniest? saddest? most unusual? scariest? etc.

Preview:

As often as possible, provide information about tomorrow's activities and have students volunteer answers to:

1. What we will write in our journals.

2. What we will read in the newspaper.

3. What stories we will read or what issues we will discuss.

Homework:

Have student volunteer recap homework assignment, if any, for next day. Answer any questions and clarify homework procedure.

NOTE TO TEACHERS RE: TEST-TAKING STRATEGIES

Establish nonthreatening atmosphere. It is most important that students understand the reasoning process by which they arrive at the answers. Some ways to help the students are presented as follows:

1. Students take test, teacher elicits answers, students orally present their reasons.

2. What are you looking for? Find the words in the question that tell you what to do. For example, for a reading test, teacher may elicit: "expresses an opinion"--fact/opinion; "probably"--conclusion, inference; "definitely"--fact, etc.

3. Students answer a few questions together, as a class; complete rest of questions on their own, writing in their notebooks their answers and what they looked for.

4. Students discuss words/phrases in questions that provide clues to thinking skills required.

Day 1: ACTIVITY 1 - Introduction

1. Introduce yourself and tell where you teach during the school year.

2. Have students introduce themselves, giving their names and schools, and telling what high school they hope to attend.

3. Explain goals of the summer program.

4. Discuss activities which will achieve those goals. (You may wish to put format of lessons on chalkboard, show library, etc.)

Day 1: ACTIVITY 2 - Journal Writing

DEVELOPMENT

1. Explain what a journal is. It is a daily record of one's personal life. We may share it if we wish, on a voluntary basis.

2. Topic: How do I feel about summer school?

Day 1: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. analyze the components of a personal decision.

MATERIALS

Copies of Activity Sheet 1-26, "My Personal Decision Scorecard" from Citizenship in New York City, one for each student.

DEVELOPMENT

1. Ask: "What made you decide to come to summer school?
   How do you make decisions?"

2. Have students complete activity sheet and review responses.

3. Review decision-making patterns one through six on reverse of activity sheet.

4. Ask: "How does reviewing these patterns help make our decisions better?"
   Elicit: We realize consequences.

5. Ask: "How will this exercise help you in the future?"

Day 1: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

Introduce concept of sustained silent reading and individualized tutorial to whole class (see introduction, p. 1), then break into groups. Offer individualized tutorial to one group while the rest of class performs sustained silent reading.

PERFORMANCE OBJECTIVES Students will be able to:

. identify syllables.
. divide words into syllables.

DEVELOPMENT

1. Say: "Put your hand under your chin and say your name." Ask: "How many times does your chin drop?"

2. Put sample names on chalkboard and divide into parts. Ask what these parts are called. Elicit: syllables.

3. Say: "We can't always put our hands under our chins to find syllables."

4. Ask: "How can we identify a syllable?" Elicit: A syllable always contains at least one vowel.

5. Have students listen or look for vowels in examples.

6. Explain that prefixes and suffixes form separate syllables.

7. Have students divide the following words:

decision	reading	alternatives	consider
teacher	results	review	relatives
close	act		

8. Ask when students would use syllabication. Explain that breaking words into parts aids in reading, vocabulary and writing.

Day 1: ACTIVITY 5 - Review/Preview/Homework

Preview: Show students Tales of Mystery and the Unknown and Beyond Time and Space. Ask: What type of stories do you think we'll be reading? (mystery, scary, etc.) Discuss terms mystery and unknown. Tell students stories are exciting.

Review: If time permits, review names of students.

Homework: Give students additional practice in dividing words into syllables.

Day 2: ACTIVITY 1 - Journal Writing

Topic: How do I deal with problems?

Day 2: ACTIVITY 2 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. develop problem solving ability.
. analyze character through information in a selection.
. recall facts.
. develop concept of synonyms.

MATERIALS

Copies of "Man with a Problem" from Tales of Mystery and the Unknown, one for each student.

DEVELOPMENT

1. Ask: "What problems would be serious enough to make someone consider suicide?"

2. Say: "We are going to read a story about a man who had a problem. As I read the story, see if you can decide what problem the man has."

3. Read story to class Discuss concept of synonyms.

4. Have students create WORD BANK from story vocabulary on page 2.

5. Review what problems the man had. (wife cheated, wife dead, wants revenge) Discuss.

6. Have students read story and self-check questions 3, 4, 6, 14, 15 on pages 10-11.

7. Review answers and have students read from story to support responses.

8. Ask: "How did the man solve his problems? Why do some people say 'suicide is a coward's way'?" Discuss.

Day 2: ACTIVITY 3 - Sustained Silent Reading/Individualized Tutorial

Follow instructions for Day 1: ACTIVITY 4.

Day 2: ACTIVITY 4 - Review/Preview/Homework

Preview: "Today we discussed problems and how we and characters deal with them. Tomorrow we will read a story about the future. Think about what changes there will be in the year 2100, 2500".

Homework: "If you were talking to Mr. Adams, what one piece of advice would you give. Explain in writing."

Day 3: ACTIVITY 1 - Journal Writing

Topic choices: The world in the future--or--What will I be when I'm 40... 50... 60.

Day 3: ACTIVITY 2 - Reading/ Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. list specific details from a story.
. identify the writer's point of view.
. detect irony.
. develop concept of synonyms.

MATERIALS

Copies of "The Fun They Had" from Beyond Time & Space, one for each student.

DEVELOPMENT

1. Refer to journal topic. Ask: "How will school be different in 2100?" Put responses about schools of the future on chalkboard.

2. Say: "We are going to read a story about schools in the future. As we read, let's see how our guesses about how schools will be compare to the story. Try to see how many ways schools are different."

3. Review vocabulary on page 18, and have students enter in WORD BANK. Elicit synonyms for these words.

4. Read story aloud. Ask: "How does the school compare to the list on chalkboard? Why were there no "real" books in 2155? Why must homework be done in punchcode?"

5. Have students read story silently. (Provide pertinent guiding questions.)

6. Place the following chart on the chalkboard and list similarities and differences.

SCHOOLS TODAY	SCHOOLS IN 2155
live teachers	computers
books	telebooks, code
building	at home

7. Discuss terms: similar and different.

8. Say: "At the end of the story, Margie says that school used to be fun.
   Ask: "Why does she think this?"

9. Discuss the concept of irony. Why is Margie's statement ironic?

10. Ask: "Which type of school do you prefer: now or in the future?"

11. Have students write: "The grass is always greener on the other side" on the chalkboard. What does this mean? How does it apply to the story?

12. Ask: "What would you like to tell Margie abut the schools of today?" (oral or written)

Day 3: ACTIVITY 3 - Sustained Silent Reading/Individualized Tutorial

PERFORMANCE OBJECTIVES Students will be able to:

- identify prefixes and suffixes.
- define common affixes.
- select affixes to create new words.

DEVELOPMENT

1. Say: "In the story, we read on page 19, that Margie hasn't had as many TELEBOOKS as Tommy." Ask: "What are TELEBOOKS?"

2. Elicit and list words with TELE, example: telephone, telegraph. Ask: "What does the prefix tele mean?"

3. Have students select a word and see how many new words can be created by using affixes.

Example:

WORD	NEW MEANING
CONSTRUCT	to build
CONSTRUCTION	the act of building
CONSTRUCTING	process of building
CONSTRUCTED	was built
RECONSTRUCT	build again

4. Elicit some common prefixes and suffixes. Example:

AFFIX:GRAPH

PREFIXES	SUFFIXES
photo	er
bio	y
para	

5. Review prefixes & suffixes, example: re, pre, in, ex, ir, dis.

6. Have students go back to story and find three words they can break up and add to as shown in number 3.

Day 3: ACTIVITY 4 - Review/Preview/Homework

Preview: "Tomorrow we're going into the past to learn how language began."

Day 4: ACTIVITY 1 - Journal Writing

Topics: How I feel about school so far--- OR---
I just want to say--- OR---
I really like/dislike---.

Day 4: ACTIVITY 2 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES: Students will be able to:

. infer information from a story.
. develop concept of antonyms.

MATERIALS

Copies of "Prolog" from Beyond Time and Space, one for each student.

DEVELOPMENT

1. Ask: "Have any of you seen the movie 'Quest for Fire'?" How did cavemen live? What problems did they have understanding each other?"

2. Say: "Today's story is about a caveman. As I read, see if you can tell how he lived."

3. Read story aloud. Ask: "How did this caveman compare to those in 'Quest for Fire'?" (no language, lived outside, eats anything around)

4. Review vocabulary on page 2 and have students enter in WORD BANK. Discuss term prolog.

5. Elicity antonyms for vocabulary words.

Example:

WORD	ANTONYM
prolog	epilog
aimlessly	purposefully

6. Have students read story silently. Ask: "What words did the man learn?"

7. Have students do numbers 1-5 of the comprehension check on page 6. Review responses. Ask: "Why did the man yell 'ma, ma'?" (no other way to save child)

8. Read aloud last 5 sentences of story. Ask: "How do we know language has begun?" Before sound brought only a reaction; now the man associates a word with a person or thing.

Day 4: ACTIVITY 3 - Sustained Silent Reading/Individualized Tutorial

Follow instructions for Day 3: ACTIVITY 3.

Day 4: ACTIVITY 4 - Review/Preview/Homework

Review: Discuss special books students are enjoying.

Preview: "Tomorrow we're going to be talking about rules and how they affect our lives. Also, we'll practice test-taking."

Homework: "In one paragraph explain what you think will happen to the caveman next."

Day 5: ACTIVITY 1 - Journal Writing

Topics: Rules --- OR --- What I have accomplished this week.

Day 5: ACTIVITY 2 - Homework Review

Have a few students read their paragraphs. Discuss the content of their writing as a review of yesterday's reading.

Day 5: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. develop understanding of how rules affect our lives.
. learn why rules are necessary.
. develop criteria for a good rule.
. evaluate rules based on criteria.

MATERIALS

Copies of Activity Sheet 2-2, "What Makes a Good Rule" from Citizenship in New York City, one for each student.

DEVELOPMENT

1. The Eraser Game. The teacher will give an eraser to the first student in the first row and announce the eraser game. After five minutes, all play will stop.

2. Have students play the eraser game. The first person to get ten points wins the game. Don't answer any further question. That's all the information there is. (Allow confusion and frustration to build, then go on to number 3.)

3. Ask: "Who won the game? Wny was it difficult to play this game?" (no rules)

4. Ask: "What is a rule? Why do we need rules?"

5. Read aloud example 1 from activity sheet. Have students complete example 1. Discuss answers using discussion prompters.

6. Make a chart on the chalkboard and elicit school rules students think should remain in one column, and rules students think should be eliminated in the other column.

SCHOOL RULES

RULES TO STAY	RULES TO GO

7. Discuss responses.

Day 5: ACTIVITY 4 - Test-taking Strategies

PERFORMANCE OBJECTIVES Students will be able to:

. develop test-taking strategies.
. utilize separate answer sheets.

MATERIALS

Copies of worksheet, "Using Separate Answer Sheets" and answer sheets, one for each student.

DEVELOPMENT

1. Discuss problems students have with grids and how to solve them.

2. Have students practice with simulated separate answer sheets.

3. Check that students become totally familiar with filling in demographic information.

4. Teach as sight words those which appear routinely on separate answer sheets. Such words as name, school, class, date and teacher's name must become familiar to students who will be required to fill out separate answer sheets.

5. Familiarize students with the process of filling in answer sheets completely with a No. 2 or softer lead pencil. Also practice erasing a mark completely before changing an answer.

6. During practice exercises, take note of students who are using too much time coloring in the spaces "completely" and clarify the instructions.

7. Emphasize the necessity for entering each answer in its proper position on the answer sheet. Demonstrate how one misplaced answer will affect the placement and scoring of all subsequent answers.

8. Apprise students that stray marks on an answer sheet (including erasures) must be removed completely before the sheet is collected for scoring.

9. Have students practice using attachments.

Day 5: ACTIVITY 5 - Review/Preview/Homework

Review:
"What have we accomplished this week? How are we moving toward our goals?"
Preview:
"Next week our topic will be trust."

Day 5: Activity 4 Worksheet

Test-taking Skill: USING SEPARATE ANSWER SHEETS

Aim: To practice using separate answer sheet with four choices in the test unit and four answer spaces on the answer sheet.

For each numbered item, choose the word or phrase that means the same, or almost the same, as the underlined word. Then blacken the corresponding letter in the appropriate space on the answer sheet. Be sure to fill in the answer space completely with your pencil, and to keep the pencil marking within the limits of that space.

Sample: to bind
C

(a) open
(b) border
(c) fasten

1. to feel indignant

(f) sweet
(g) selfish
(h) angry
(j) healthy

2. a savage lion

(a) untamed
(b) tired
(c) hungry
(d) wise

3. to carve the meat

(f) chill
(g) eat
(h) slice
(j) grab

4. an island is

(a) a big lake
(b) land surrounded by water
(c) a thirsty camel
(d) a peninsula

5. an old fable

(f) a story that is made up
(g) a place for horses
(h) a kind of food
(j) a poem

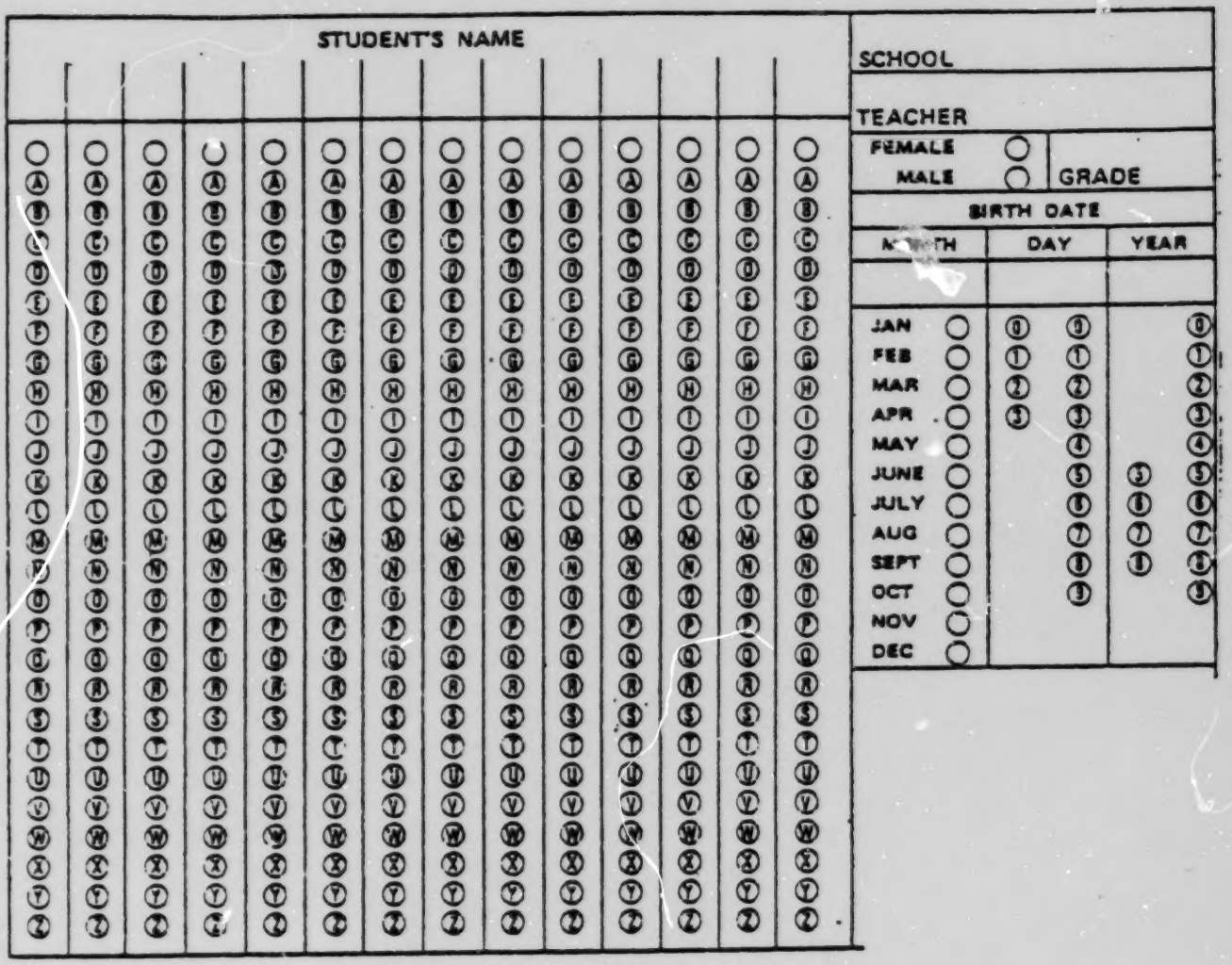
6. a few apples remain

(a) are left
(b) fall down
(c) are eaten
(d) fall down

7. the barn gave shelter

(f) money
(g) food
(h) protection
(j) belief

Day 5: ACTIVITY 4 - Answer Sheet



READING VOCABULARY

SAMPLE c ⓐ ⓑ ⓒ

1 ⓣ ⓡ ⓗ ⓘ

2 ⓐ ⓑ ⓒ ⓓ

3 ⓣ ⓡ ⓗ ⓘ

4 ⓐ ⓑ ⓒ ⓓ

5 ⓣ ⓡ ⓗ ⓘ

6 ⓐ ⓑ ⓒ ⓓ

7 ⓣ ⓡ ⓗ ⓘ

8 ⓣ ⓡ ⓗ ⓘ

9 ⓐ ⓑ ⓒ ⓓ

10 ⓣ ⓡ ⓗ ⓘ

11 ⓐ ⓑ ⓒ ⓓ

12 ⓣ ⓡ ⓗ ⓘ

13 ⓐ ⓑ ⓒ ⓓ

Day 6: ACTIVITY 1 - Journal Writing

"Write about a time when you got into trouble because of a rule (school, home, friends, etc.) that you broke. What were the consequences? How did you feel about having broken that rule?"

Day 6: ACTIVITY 2 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

- define a criminal action.
- analyze general principles used in criminal law.

MATERIALS

Copies of Activity Sheet 2-17, "What Is a Crime?" from Citizenship in New York City, one for each student.

DEVELOPMENT

1. Ask class for a definition of crime. Ask: "If a camper accidentally cuts another camper with a knife while trying to free his leg from a trap, is it a crime? Why not?" Elicit it was an accident. He didn't intend to do it.

2. Place vocabulary word "intent" on board. Define it.--intention, plan, desire. Elicit that intent is a necessary consideration in the law.

3. Ask: "Is it a crime to 'get even' (get revenge) for something bad that is done to you? To a loved one?"

4. Ask: "Is it a crime to cheat on your income tax?"

5. Ask: "Is it a crime when an emotionally disturbed person hurts someone? kills someone?"

6. Ask: "Is it a crime to shoot someone who is stealing your car? your wife/husband? stealing from your home?"

7. Distribute activity sheets and have students complete sheets individually and then break into small discussion groups to review answers.

8. Using students' responses to activity sheets, role-play a courtroom scene with the class acting as jury. (Jurors can ask questions of the witnesses.)

   Example: Two soldiers are on trial for murder. They were commanded by their superior officer to shoot unarmed women and children suspected of being dangerous. Characters: 2 soldiers, superior officer.

Day 6: ACTIVITY 3 - Sustained Silent Reading/Individualized Tutorial

PERFORMANCE OBJECTIVES Students will be able to:

. develop concept of semantic feature analysis.
. develop concepts of synonyms and antonyms.

DEVELOPMENT

1. Using techniques of semantic mapping, give students a list of last week's vocabulary words to map.

2. Students may work in groups of approximately three, to facilitate brainstorming.

3. Stop groups after about 10 minutes and ask them to identify which words in their maps are synonyms and which are antonyms.

Day 6: ACTIVITY 4 - Review/Preview/Homework

Review: Ask: "What information must you know before you can determine if someone has committed a crime?"

Preview: Teacher introduces story called "The Tell Tale Heart." It is a story of murder that was committed for very unusual reasons.

Homework: Have students make a list of as many technical legal words as you can think of; examples: prosecution, defense, etc.

Day 7: ACTIVITY 1 - Journal Writing

Ask: "Have you ever been so upset that you couldn't think straight, things seemed so mixed up in your mind? Have students tell about the incident.

Day 7: ACTIVITY 2 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. determine when an individual is not responsible for his or her own actions.
. develop concept of antonyms.

MATERIALS

Copies of "The Tell Tale Heart," from Tales of Mystery and the Unknown, one for each student.

DEVELOPMENT

1. Ask: "What does it mean when a court rules that a criminal is 'innocent by reason of insanity'? Can you give any examples of such a case? How do you feel about these decisions?"

2. The story we will read today is about a man who commits murder for a strange reason. Read story aloud.

3. Review vocabulary words on p. 60 with entire class and from homework. Teacher and students brainstorm a list of antonyms for the following new words:

   - distinct - obscure, complicated, difficult.
   - hideous - beautiful, lovely, attractive
   - instinct - learned
   - muffled - clear, distinct, resonant
   - villain - good-guy, savior, rescuer
   - victim - perpetrator, criminal, felon

4. Have students read story silently.

5. Students answer questions on pages 69-70.

6. Say: "Suppose this story were a taped confession by the narrator (murderer)." Break class into groups of 5 - 6 students and have students role play the following situation: A jury of 5 - 6 students must decide if the narrator is innocent "by reason of insanity" or if he should be punished as any other murderer would. Each group elects a foreman of the jury who will deliver the verdict.

Day 7: ACTIVITY 3 - Sustained Silent Reading/Individualized Tutorial

Follow instructions for Day 6: ACTIVITY 3.

Day 7: ACTIVITY 4 - Review/Preview/Homework

Review: Review vocabulary words.

Preview: "Tomorrow we will discuss TRUST and we will read a story of a very different kind of murder."

Homework: Say: "Pretend you are a member of a jury that has just reached a verdict about the murderer from "The Tell-Tale Heart.". That evening you write in your journal about the decision: It was very tough, but we finally decided he was _____ (guilty/ not guilty). Tell how you felt about that decision and how you made that decision."

Day 8: ACTIVITY 1 - Journal Writing

Ask: "Who do you trust more than anyone else? Why? If it's a member of your family explain why you trust that person more than any other family member."

Day 8: ACTIVITY 2 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. analyze character and determine if someone is trustworthy.
. recall facts.
. infer meanings.

MATERIALS

Copies of "The Provencal Tale" from Tales of Mystery and the Unknown, one for each student.

DEVELOPMENT

1. Ask: "Have you ever had to trust a total stranger? What were the circumstances? How did it work out? Would you do things differently now?"

2. Have students imagine a doctor's visit; applying for a job; a first date; etc. Ask: "How do you feel when you're in these situations?" Elicit apprehensive, nervous, tense, perturbed, confused, timid, etc.

3. Introduce story: "Today we are going to read a story about a baron of France, who has to make a choice about trusting a stranger. The story takes place in the Middle Ages, that is about the year 1200." Read entire story aloud.

4. Ask: "What characteristics do you look for when you decide to trust someone? Why does the baron decide to trust the knight?"

5. Review vocabulary on page 36 with entire class. Add the following words to the list on p. 36: disclose - reveal, inform, uncover; stern - harsh, determined, firm. Develop two sentences for each of these two words.

6. Have students read story silently.

7. Have students answer comprehension questions 1-2 on pages 42-43.

8. Have students discuss questions 1-5 on page 44.

Day 8: ACTIVITY 3 - Sustained Silent Reading/Individualized Tutorial

PERFORMANCE OBJECTIVES Students will be able to:

. determine meaning through context clues.

MATERIALS

Copies of Tales of Mystery and the Unknown, one for each student; copies of Beyond Time and Space, one for each student.

DEVELOPMENT

1. Students answer "Building your vocabulary" on page 43 in Tales of Mystery and the Unknown.

2. Explain that the words paced, passage, film, and drew, have meanings other than the way they are used in the stories. Ask: "Can you determine their meanings from these sentences?"

   a. The boys paced off approximately 20 yards and then chalked off the finish line for the race. Elicit: measured in steps.

   b. The teacher read aloud a passage from the story. Elicit: a portion, a part of.

   c. The children mourned the passage of their father. Elicit: death.

   d. The police officer drew his gun, and shouted a warning. Elicit: pulled out.

   e. The couple arguing in the street, drew a large crowd. Elicit: attracted.

   f. The class enjoyed the film on drug abuse. Elicit: movie.

3. Have students answer "Building your vocabulary" on pages 33-34 of Beyond Time and Space.

Day 8: ACTIVITY 4 - Review/Preview/Homework

Review vocabulary words presented in lesson. Ask: "How do you determine if someone is trustworthy?"

Preview:
Say: "Tomorrow we will read a story about a woman whose husband neglects her, an envious brother-in-law, and a young boy with a vivid imagination. Like the 'Provencal Tale' it has an interesting twist ending."

Homework:
In a paragraph, have students answer the following:

What would you have done if you were the baron? Explain <u>how</u> you would have made that decision and <u>why</u>.

Day 9: ACTIVITY 1 - Journal Writing

Say: "It is very common for children to fantasize an imaginary friend. Write about such an imaginary friend if you had one as a child; if not, write about why you think a child has this fantasy."

Day 9: ACTIVITY 2 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. recall facts.
. infer meaning.
. develop concept of antonyms.

MATERIALS

Copies of "Mr. Lupescu" from Beyond Time and Space, one for each student.

DEVELOPMENT

1. Ask: "Why do you think children fantasize (invent) imaginary friends? At about what age does it usually stop? The story we will read today is about a young boy who has what appears to be an imaginary god-father."

2. Read entire story aloud to class.

3. Review vocabulary words on page 26.

4. Elicit synonyms/antonyms for the following words:

	Synonyms	Antonyms
fret	disturb, agitate, vex	soothe, calm, placate
soothing	soften, pleasing, calming	chafe, gnaw
vague	uncertain, doubtful, confused	definite, certain, doubtless.

5. Have students read story silently.

6. Have students answer comprehension questions 1-20, on pages 32-33.

7. Have students discuss questions 1-3, page 34.

8. (Assign as homework or use as a follow-up.) Say: "Pretend you are Uncle Alan and you are writing in your journal. Justify your reasons for murdering your brother. You can begin with: 'There's no other way. He deserves to die because...'" ---OR--- "Write a dialogue between a parent and a child who has an imaginary friend." Example:

Parent: Now sweetheart, you know you don't really see this person.
Child: Yes I do. Every day.
Parent: And what does he look like?

Day 9: ACTIVITY 3 - Sustained Silent Reading/Individualized Tutorial

Follow instructions for Day 8: ACTIVITY 3.

Day 9: ACTIVITY 4 - Review/Preview/Homework

Review: Review vocabulary words presented in lesson.

Preview: Tomorrow we will be discussing the similarities and the differences among "rules, laws, ethics, morals and traditions."

Homework: See Day 9: ACTIVITY 3, number 8.

Day 10: ACTIVITY 1 - Journal Writing

Say: "Write about one of your favorite traditions. It could be something in your family, your religion, or your country. Tell why you enjoy it and what it means to you.

Day 10: ACTIVITY 2 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. define rules, laws, traditions and ethical and moral codes.

MATERIALS

Copies of Activity Sheet 2-8, "How Do They Relate?" from Citizenship in New York City, one for each student.

DEVELOPMENT

1. Elicit definitions of each of the following terms:

   Rule: a regulation; a guide for conduct, action (examples: school games; home behavior).

   Law: a rule established and enforced by a society through its government.

   Moral & Ethical Codes: come from religion, philosophy and personal conscience.

   Traditions: ways of thinking, believing or behaving that are passed down from generation to generation.

2. Distribute activity sheet and have students complete the sheet.

3. Engage class in discussion which is facilitated by questions on page 82 of the activity sheet.

Day 10: ACTIVITY 3 - Test-Taking Strategies

Follow test-taking instructions as for Day 5: ACTIVITY 3.

Day 10: ACTIVITY 4 - Review/Preview/Homework

Review:
"In each of the murder stories we read, in addition to the law being broken, do you think any traditions, moral and ethical rules were violated? Identify which story and explain why/ how?"

Day 11: ACTIVITY 1 - Journal Writing

PERFORMANCE OBJECTIVES Students will be able to:

. analyze their feelings and thoughts and record these in writing.

DEVELOPMENT

1. Review concept of journal writing. It is a thinking process whereby students place thoughts on paper. It is personal and private and is shared on a strictly voluntary basis.

2. Students write in their journals for five minutes on any topic they like (chosen from a previously written personalized list). ---OR--- on a topic chosen from a list of suggested topics written on board.

3. One student may read his or her journal to class, if he or she wants to do so.

Day 11: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. utilize a table of contents/index to locate features of newspapers.
. develop comprehension skills.

MATERIALS

Copies of the current day's edition of a daily newspaper.

DEVELOPMENT

1. Ask: "How many of you read newspapers? Where do you start? Why?"

2. Survey class's reasons for reading newspapers, list them on the chalkboard (e.g., "I want to know the score of last night's baseball game."), and ask: "How can you find what you are looking for in a particular newspaper?" Elicit: table of contents/index.

3. Have students locate various sections of a newspaper, using table of contents/index.

4. Develop the following outline on the chalkboard. Outline serves as summary, which students transfer to their notebooks.

    a. A newspaper is divided into sections.
    b. Newspapers appeal to different kinds of people.
    c. There is variety in a newspaper -- something of interest for almost everybody.

Day 11: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. identify theme of a selection.
. formulate possible outcomes of a selection.

MATERIALS

Copies of "The Chaser," from Tales of Mystery and the Unknown, one for each student.

DEVELOPMENT

1. Write on chalkboard: "Dreams." Ask: "What does this mean to you?" Elicit: what you do when you sleep.

2. Note song, "The Impossible Dream." Ask: "What does "Dream" mean in the song?" Elicit: wish; hope; goal; ambition; aspiration. Define "aspiration": literally, the act of breathing; used in the song to mean longing for something presently out of reach--as essential as breathing?

3. In two or three sentences, have students write in their notebooks about their most hoped-for dream.

4. One or two students write their sentences on board; other students read their sentences aloud.

5. Note and list key words from sentences written or read aloud: to find a perfect husband (wife); to know someone loving; to get a good job, lots of money; etc.

6. Say: "We are going to read a story about a man who wished for some of the things we have noted on the board." Read aloud through second paragraph at top of page 100. Elicit meaning of love potion: a drink that makes you love someone, or makes someone love you; a magic drug, etc.

7. Have students read the rest of the story and answer the following questions: What potion does Alan choose? What does he expect it to do? Have students write answers in complete, well-constructed sentences in notebooks.

8. Students read aloud their answers to the two questions, and discuss story. Elicit: Alan buys a love potion; expects it to be "wonderful"; he says of Diana's behavior after she has drunk the potion, "That is love!"

9. Ask: "What are the last words spoken in the story? Who says them?"

10. Ask: "What does 'au revoir' mean?" Elicit meaning from story. Note foreign etymology; pronunciation; literal meaning: to see again; implied meaning: <u>temporary</u> parting.

11. Ask: "Why does the old man say, "Until we meet again..."? Elicit students' answers, derived from their understanding of the story: as long as answers have substantive support, do <u>not</u> seek closure.

12. See Day 11: ACTIVITY 5 for homework assignment.

DAY 11: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

<u>PERFORMANCE OBJECTIVES</u> Students will be able to:

. formulate well-written, carefully planned sentences.
. rewrite awkward sentences in acceptable syntactic/semantic form.
. expand sentence kernals to create well-written sentences.

<u>DEVELOPMENT</u>

1. Discuss with students reasons for writing: writing is thinking; we write to communicate with each other.

2. Examine this phrase: I know it but I can't say it. Ask: "What does this <u>really</u> mean?" Elicit conclusion: I don't really know it.

3. Say: "To be able to communicate, we have to be sure that our writing is understandable to other people. Here are examples of writing which I didn't quite understand. Let us see what is blocking the communication."

4. Present fragments for group discussion and analysis. Examples:
   a. A well dressed girl to school with her hair braided and nicely dressed
   b. Making snowmen and watching the light go off
   c. Because I haven't seen John in a long time

5. Ask: "What is the problem?" Elicit: What about the girl? What did she do? What? (or who) was making snowmen gather, etc.? What happened "because"?

6. Have students add needed details and improvements. Ask: "Can we now tell what makes a good sentence?" Elicit: There's some action (sentence 1: Beulah came, walked, etc...); someone (or something) is doing the action (sentence 2); there's a complete thought (sentence 3).

7. Have students work as a group on 1 or 2 sentence kernels. Elicit: the kernel is the central, most important part of something, for instance, a corn kernel. A sentence kernel has the unexpanded verb part -- the <u>action</u> part - and the unexpanded subject part -- who (or what) is doing the action.

   Examples:

   A. People worry.
      step 1: expand to show what people;
      step 2: expand to show why people worry;
      step 3: expand to show when they worry.

NOTE: Have students write one step at a time, then add to the step already completed.

Have students work on their own expanding sentence kernels. (Teacher provides additional examples.)

   B. An earthquake frightened the residents.

      step 1: expand to show where earthquake was;
      step 2: expand to show when it happened;
      step 3: expand to show strength of earthquake.

   C. Garbage piled up.

   D. His friends argued.

   E. Ghosts glide.

8. Group shares what students have written, discusses what has been created: well-constructed sentences, all of which have specific details, colorful vocabulary, imaginative ideas, etc.

DAY 11: ACTIVITY 5 - Review/Preview/Homework

Review: "What do you think the future holds for Alan and Diana?" Encourage several points of view from the students.

(to Group A): What did we do in our writing today? Elicit: We stated our thughts in a clear way, wrote full sentences with complete ideas, etc.

(to Group B): What part of the book you read today did you find the funniest? saddest? most unusual? scariest? etc.

Preview: "Tomorrow we will read our homework paragraphs about Alan and Diana and learn more about them."

(to Group A): We will improve the sentences we wrote and write others.

(to Group B): We will continue reading our books.

Homework: "Write a well-planned paragraph (3-5 sentences) telling what you think will happen to Alan's feelings for Diana in ten years." (If suitable, students may start homework assignment in class, with teacher's guidance.)

Day 12: ACTIVITY 1 - Journal Writing

Follow instructions for Day11: ACTIVITY 1.

Day 12: ACTIVITY 2 - Newspaper Activity

PROTOTYPE OF NEWSPAPER LESSON

PERFORMANCE OBJECTIVES Students will be able to:

. identify the main idea in a story.
. formulate meanings of words through context clues.

MATERIALS

Copies of front page of current day's newspaper and story which expands on headline. See attached copy for use with prototypical lesson. You may use this rather than a current paper if you wish.

DEVELOPMENT

1. Say: "Yesterday we looked at the various parts of the newspaper, and located different sections: horoscopes, sports, editorial, movie reviews, etc. Today we are going to look at what most of us notice first: the front-page story."

2. Continue: There are a few words which you may not know in the story. I have written the sentence(s) in which these words appear on the board. Let us see if we can figure out the meanings of the unknown words from the sense of the sentence and paragraph in which they appear.

3. Write sentence(s) with unknown word(s), plus multiple choices to assist in meaning identification.

   Example:

   Divers, hampered by mud and strong currents, have so far recovered 12 bodies.

   hampered means: a) placed laundry in basket
   b) helped
   c) bothered

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Day 12 ACTIVITY 2

QUEENS SPORTS FINAL

DAILY NEWS

NEW YORK'S PICTURE NEWSPAPER®

★★★★ 30¢ Monday, May 2, 1983 Chance of showers. Mid 70s. Details p. 38

Death plunge!

Amateur fotog snaps final seconds of plane's flight

Trailing smoke from its flaming left engine, a U.S. Navy C-131 transport (top photo) limps toward Jacksonville Naval Air Station in Florida Saturday. Seconds later, it crashed into the St. Johns River (right), sending a huge ball of smoke and flames into the sky. Tom Radwanski, an amateur photographer out on his boat, saw the plane in trouble and began snapping with his 35-mm. still camera. Fourteen persons, including Chief Warrant Officer Waite W. Balog, 36, of Yonkers and Aviation Storekeeper 3d Class Edward A. Koch Jr., 21, of Spotswood, N.J., died in the crash. Divers, hampered by mud and strong currents, have so far recovered 12 bodies. Melissa Kelly of Jacksonville was found alive.

Other pictures in centerfold

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current means: a) money in use in a country
b) water flowing in a definite direction
c) wires that bring electric light into homes

recovered means: a) got well after illness
b) found and brought back
c) covered up again

4. Student volunteer reads sentences on board aloud. Assist with pronunciation of unknown word(s), if necessary.

5. Class notes context clues in sentence. For example:

"divers" must mean there is water someplace;

"mud" suggests that divers are probably at bottom, not near the surface of water;

"12 bodies" makes us think that there must be a serious problem, if there are bodies, not living people, there.

6. Elicit correct meanings of unknown words, from sense of sentence in which they appear.

7. Read front-page (or lead) paragraph aloud, as students follow in their own copies. If lead paragraph of news story is being read aloud, teacher elicits, or defines, meaning of "lead paragraph": the opening paragraph of a news story, containing all the essential facts of the story.

8. Ask: "From what I have read, can you explain in your own words what happened?" Students write their one or two sentence answers in their notebooks. Some students write their sentences on board; others read theirs aloud.

9. Using students' board work, underline statements in their sentences that emphasize death; and note, on board, such statements from students' oral reading. Elicit: plane crashed, death resulted, etc.

10. Compare students' suggestions with the headline in the paper. Write headline on board: "Death Plunge!" Elicit meaning of "plunge": that plane fell down (resulting in death of people on board). Say: "Notice that all suggestions refer to the fact that a plane fell to earth, crashed and burned, and that death resulted. Why have you -- and the writers in the paper -- all written about this fact: plane crashing?" Elicit: It's the most important thing in the story. Ask: "What do we call the most important thing(s) in a story?" Elicit: main idea.

11. Students briefly discuss importance of story just read, and whether or not they agree that it was important enough to be on the front page.

DAY 12: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. interpret story in terms of their own experience.

MATERIALS

Copies of "Creating a Hero" worksheet, one for each student.

DEVELOPMENT

1. Discuss and review story read yesterday. Students read their homework paragraphs, then defend their respective points of view.

2. Ask: "If you were the old man in the story, the seller of the love potion, what would your closing words to Alan have been? Why?"

3. Ask: "If such a love potion were available to us today, how many of us would choose to buy a bottle of it?" Elicit replies, reasons, etc.

4. Ask: "What personality and appearance would we look for in the person we might love for ever and ever?" Elicit replies, note on board.

5. Distribute "Creating a Hero" worksheet and review directions with students. Have students complete sheets and write paragraph(s). Have some students write their paragraph(s) on board; others read theirs aloud.

6. Ask: "What does the description each of us wrote tell us about the person who wrote it?" Elicit: Our ideas about a personal hero often satisfy our own particular needs or desires.

7. See Day 12: ACTIVITY 5 for homework assignment.

Day12: ACTIVITY 3 - Reading/Literature or Content Area Lesson

Creating a Hero worksheet

Problem: You are going to create a personal hero. Select 10 items from the lists below. Choose only the number from each list that you are allowed. After you have made your selection, write about a situation in which your hero can show off all of the characteristics you have given him. You may give your hero a name.

YOUR CHARACTER CAN BE EITHER MALE OR FEMALE

Physical Appearance - Choose 2 from this list.

tall
short
strong
muscular
good-looking
handsome
beautiful
well dressed
chubby
unusual
thin
wiry
scarred
well-built
loose
gymnastic
athletic
average

Personality - Choose 2 from this list.

quick-tempered
loves children
keeps to himself, herself
enjoys being with other people
wants to help all people
wants to help needy people
kind-hearted
religious
helps old people across the street
believes in taking what he/she wants
likes to be alone
popular
irresistable to opposite sex
sharp
intelligent
sly
tricky
clever
honest
romantic
unfeeling
sense of humor
ruthless
violent
easily angered

Creating a Hero worksheet (cont'd)

Skills - Choose 3 from this list.

black belt
marital arts
horse trainer
athletic
master thief
speed reader
sharp shooter with rifle
shooting a bow and arrow
knife thrower
surviving alone in the woods
farming
killing animals with bare hands
using a laser gun
chopping down trees
riding a camel
riding a horse
building houses
singing
acting
writing books
teaching
making money
cooking
can attract opposite sex

Possessions - Choose 2 from this list.

expensive cars
pets
small house
large house
fabulous wardrobe
horses
weapons
money
jewelry
furs
education
books
cows
speed boat
tug boat
swimming pool
boats
paintings
awards
medals

Special Gift - Choose 1 from this list.

great intelligence
exceptional athletic ability
exceptional good looks
performing talent
medical skills
good health
super strength
great wealth
power
luck

Day 12: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

Follow instructions for Day 11: ACTIVITY 4.

Day 12: ACTIVITY 5 - Review/Preview/Homework

Homework:

Have students write a short paragraph creating a situation in which the personal hero they described on the Hero Sheet would help them cope with a problem they now have, or once had.

Day 13: ACTIVITY 1 - Journal Writing

Follow instructions for Day 11: ACTIVITY 1.

Day 13: ACTIVITY 2 - Newspaper Activity

Follow instructions for Day 12: ACTIVITY 2. Today's suggested lesson: local news story, human interest story, etc.

NOTE TO TEACHERS RE: NEWSPAPER ACTIVITY

It is recommended that teachers present not only front-page news stories, but other sections as well, calling attention to the purposes and information available in inside page news stories, feature articles, columns, movie reviews, editorials, etc.

Day 13: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. identify the main issue in a selection.
. locate the details that clarify the issue.
. differentiate between facts and opinion.
. determine meanings of words from context clues.

MATERIALS

Copies of Activity Sheet 3-1, "Should Mr. Jordan Serve on the Jury?" from Citizenship in New York City, one for each student.

DEVELOPMENT

1. Ask: "Why are you here this summer?" Elicit: need to do something important, not to do what we like all the time. Say: "Choosing to come to school is one of the many times in your life when you will have to decide: What is the more important thing to do?"

2. Say: "Today we are going to read about a situation in which someone must choose the more important thing. Before we start, there are a few words in the article which you may not know. On the board, I have used these words in sentences. In each case, let us see if we can figure out the meaning of the unknown word from the sense of the sentence. (I have underlined the unknown words.)" For example:

   a. Many people who do not like to live in the country move to <u>urban</u> areas, like New York City, Chicago, and Los Angeles.

   <u>urban</u> means:
   a) ocean
   b) city
   c) farm

   cf: urbane; suburb, etc.

   b. My neighbor makes up his mind about things in advance, does not listen to sensible explanations or reasons, and so is often <u>prejudiced</u> by his opinions.

   <u>prejudiced</u> means:
   a) never having an opinion on anything
   b) always having the right opinion on everything
   c) having an opinion without considering all the facts

   cf: pre-judge

3. Elicit (using context clues)(or define) meaning of "voir-dire," noting foreign etymology:
   "voir" from French <u>voire</u>: "truly";
   "dire" from French <u>dire</u>: "to say": to speak the truth.

4. Elicit correct meanings of unknown words, from sense of sentence in which each appears.

5. Read aloud first paragraph of "Should Mr. Jordan Serve on the Jury?" as students follow in their own copies.

6. Have students read the rest of the article to find the answers to the following questions written on the chalkboard: (a) What do we learn about Mr. Jordan? (b) What is Mr. Jordan's problem? (c) Does Mr. Jordan have responsibilities only to himself and his family, or to the community too?

7. Have students complete silent reading of passage and complete questions 1 and 2 which follow the passage. Remind students that answers to question 2 are to be written in complete sentences.

8. Have students read aloud their answers to the questions, and discuss passage.

9. Elicit responses to questions a, b, and c on the chalkboard. As long as students' answers to questions are derived from their understanding of the passage, teacher does not seek closure. Note differences between fact questions (a, b) and opinion questions (c).

Day 13: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

Follow instructions for Day 11: ACTIVITY 4.

Day 13: ACTIVITY 5 - Review/Preview/Homework

Homework:

Tell students: "You are one of Mr. Jordan's best friends. He comes to you for advice. What would you advise him to do? In a short paragraph, try to convince Mr. Jordan that he should follow your advice."

Day 14: ACTIVITY 1 - Journal Writing

Follow established format.

Day 14: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. identify and evaluate the entertainment review from the daily newspaper.
. differentiate between fact and opinion.

MATERIALS

Copies of reviews from the newspapers.

DEVELOPMENT

1. Ask: "If you wanted to go to the movies or to a show this weekend, which would you choose? Why?" (Answers will probably refer to entertainment that has been recommended by a friend, etc.) Ask: "If the movie or show has just opened, how would you know if it is something that you want to spend money on?" Elicit: review in a newspaper or magazine.

2. Use any newspaper edition to develop this lesson. Using the attached reviews as an example, proceed as follows:

3. Ask: "What do we know from Article #1?" Elicit: what is scheduled to take place; when it will take place; where it will take place, etc. i.e., details of information.

Day 14: ACTIVITY 2 - Newspaper Activity

Article #1

The Big Apple Circus, New York's own one-ring extravaganza, opens its summer tour tonight with a 7 o'clock show in Prospect Park, Brooklyn. It stays there through next Wednesday, then continues its five-borough tour in Cunningham Park, Queens, May 21-30. Van Cortland Park in the Bronx hosts the Big Apple June 2-7, then Snug Harbor in Staten Island June 18-22. For information, call (212) 860-7320.

New York Daily News, May 11, 1983

Article #2

There were once four Flying Karamazov Brothers. There are now five. One extra, however, does not add up to a "10" evening by any means. The Brothers K are primarily jugglers and when they are tossing scythes, Indian clubs or lighted torches to each other, they are superb and engrossing. It is only when they open their mouths -- and keep them open for more than two hours -- that the difficulty arises.

New York Daily News, May 11, 1983

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4. Ask: "Would we be able to find out if this information is correct? Elicit: These details can be checked for accuracy.

5. Ask: "What do we call the kind of information that we can check on, one way or the other, that we can prove?" Elicit: facts.

6. Ask: "What do we know from Article 2?" Elicit: person who wrote about the show doesn't like it.

7. Ask: "What words tell us that?" Elicit: "...doesn't add up to a 10 evening by any means," and "...when they open their mouths...the difficulty arises."

8. Ask: "Can we check on this, prove it?" Elicit: We cannot check on whether it is or is not a great evening--someone else might find it great, might call it a 10 evening. We cannot prove whether this is true because the review expresses the feelings of the person who wrote it.

9. Ask: "What do we call information that expresses a person's feelings or point of view?" Elicit: opinion.

10. Offer class further series of examples:

temperature of the room	too hot (cool)
popular TV show	not really funny
latest movie star	awful! etc.
best car to buy	

11. Elicit from students what part of each statement is fact (what can be verified) and what is opinion (person's feelings, ideas, point of view).

Day 14: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. analyze and evaluate the information in order to exercise critical judgment.

MATERIALS

Copies of Activity Sheet 3-1, "Should Mr. Jordan Serve on the Jury?" from Citizenship in New York City, one for each student.

DEVELOPMENT

1. Discuss and review passage read yesterday; students read their homework paragraphs, then defend their respective points of view.

2. Say: "As you see, we are dealing with an important question: Does Mr. Jordan have responsibilities only to himself and his family, or to the community too?" Write question on chalkboard. "Let us see if we can come to any decision about this."

3. Divide class into groups, in accordance with directions for Activity 3 on activity sheet. Specific questions may be assigned to each group, or each group may deal with all questions. Remind students that answers are to be written in complete, well-constructed sentences. As the directions for the activity indicate, each group defends its position when the class comes back together again.

4. Say: "As each group has indicated in its report, most of us probably know what Mr. Jordan should do. Let us suppose that he follows our advice, whatever it is. If he were to do so, would he now be a hero to us, according to what we decided our hero should be?" Refer to "Creating a Hero" worksheet personality characteristics and list some of them on board: "wants to help all people"; "enjoys being with other people"; "intelligent"; "kind-hearted"; etc. Discuss.

5. You may now divide the class into small groups to discuss Mr. Jordan's dilemma. Each group will make a list of reasons for its opinion as to whether he should or should not serve on the jury of the murder trial. Pick one person from each group who will defend the decision when the class comes back together again. Here are some probe questions you may want to use in your small group discussion.

   a. What is an important reason why Mr. Jordan should serve on a jury?

   b. What is an important reason why Mr. Jordan should not serve on a jury?

   c. What civic responsibilities does Mr. Jordan have?

   d. What personal responsibilities does Mr. Jordan have to his family and business?

   e. Is civic responsibility or personal responsibility more important?

   f. Why is it important that people be willing to serve on juries?

g. Should Mr. Jordan be forced to sacrifice his family and vacation to meet his civic responsibility?

h. If Mr. Jordan does not serve, is he still a good citizen?

i. Is anyone ever justified in being excused from jury service? Explain.

j. Would you excuse any of the people listed below? If so, why?

- . a pregnant woman
- . a medical surgeon
- . a lawyer
- . a person with a criminal record
- . people who must take a financial loss by serving on a jury

k. If you were accused of a serious crime, would you want to be tried by a judge or a jury? Why?

Day 14: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

Follow established format for Day 11: Activity 4.

Day 14: ACTIVITY 5- Review/Preview/Homework

Homework:

Students write brief paragraphs answering Conclusion question at bottom of Activity Sheet 3-1, "Should Mr. Jordan Serve on the Jury?"

Day 15: ACTIVITY 1 - Journal Writing

DEVELOPMENT

1. Follow established format.

2. Ask: "How many of you have written in your journals today: 'Thank God It's Friday!'?" Students discuss their feelings.

Day 15: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. identify appropriate sections of the newspaper.
. analyze news articles and write appropriate headlines.

MATERIALS

Copies of articles cut out of a newspaper with headlines removed, one for each student.

DEVELOPMENT

1. Ask: "Where would you find an article that would call for the kind of jury that we talked about yesterday?" Locate and read article. "Would you enjoy serving on that jury? Would you give up a vacation to serve?" Elicit: students' reasons. Students should be encouraged to reread phrases and sentences from news story to support their reason(s) for serving or not serving. Say: "Now that you have found that news story, let us play detective and find our way through the paper."

2. Cut out samples (without headlines) from various newspaper sections covered during the week's discussions--local news, horoscopes, sports, etc. Offer "grab bag"; each student picks one article. Students are asked to do the following: read the article; identify the section from which it came; provide a headline.

3. Students discuss articles, headlines they wrote, etc.

4. Provide each student with the headline that was removed from his or her article. Students compare/contrast their headline with the newspaper's, in the process analyzing main ideas/detail; conclusions, opinions, etc.

Day 15: ACTIVITY 3 - Test-taking Strategies

PERFORMANCE OBJECTIVES Students will be able to:

- appraise passages and questions on an end-of-term reading test and analyze reading/thinking skills involved--drawing conclusions, selecting main ideas, deciding on fact/opinion, etc.
- develop ability to select correct answers to questions.

MATERIALS

Copies of sample reading tests which teacher has created using reading material from Days 1-15, one for each student.

DEVELOPMENT

1. Duplicate test-taking environment in classroom.

2. Emphasize that the objective is not primarily to get right or wrong answers, but to analyze what we did, and why we did it, to get the answers.

3. Refer to notes on test-taking strategies on p. 14 .

Day 15: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

PERFORMANCE OBJECTIVES Students will be able to:

- combine sentences effectively, rearranging them as necessary, using appropriate punctuation and conjunctions, etc.

DEVELOPMENT

1. Say: "Last week, we discussed ways in which we could improve our writing skills." Elicit: brief review from students on work done on expanding sentence kernels. "Today we will try another way of making our writing more understandable to the reader."

2. Before continuing the lesson, the teacher should review the following selections from: Writing Competently--A Handbook for Teachers, Experimental Curriculum Bulletin, August 1979, Office of Curriculum Development and Support, pp. 15-16, 59-60.

SENTENCE COMBINING

Because the possible answers are fewer and more predictable, sentence combining is useful for practice in working with larger structures and in handling pronoun-antecedent relationships through a long sentence. The premise is simple. Students are given two or more short, related, complete sentences and asked to combine them into longer, complete, correct sentences. Doing this helps develop an understanding and fluency in the use of subordination and coordination, and shows relationships such as sequence, cause-effect, and so on. Individual or small group work on sentence combining will come after explanations and group practice. How much explaining will be necessary depends on how difficult the exercise will be for the group.

As students advance, they should be given more difficult sentences to combine without guide words or suggestions. Indeed, such an exercise provides an excellent diagnostic instrument to measure growth in mature writing habits. Students who link all the items with and or and so, who use coordination rather than subordination even when stringy, sing-song sentences result, still need guide words or clues in their combining.

AIM: To find effective ways to combine short sentences

DEVELOPMENT

Write on the board: Frank stood at the edge of the board.
Frank took a deep breath.

- How can you combine both into one sentence?

By the use of (;) (, and) or by changing it by combining the two (e.g., Frank took a deep breath as he stood at the edge of the board.)

Place these sentences on the board:

Frank tensed each muscle.
Frank sprang high in the air,
Frank pointed downward.
Frank shot into the water below.

- Ask the students to see how many different ways they can combine them.

Here the primary purpose is to inculcate the use of a single subject with a series of verbs set off by commas and and. Incidentally, the student should be developing mature writing habits by dropping the repeated subject word.

Place this pair of sentences on the board and repeat the steps.

Mother smiled.
I passed everything.

Ditto with this pair.

The audience booed violently.
The villain came on stage.

Here is an exercise which can be made hard or easy, as the class needs:

a. A building was on fire.
b. Flames shot up through the roof.
c. The building was abandoned.
d. A man was walking his dog.
e. He saw the fire.
f. He ran to the alarm box.
g. He called the fire department.
h. Five minutes passed.
i. There was a loud wail of sirens.
j. Trucks and firemen filled the street.

The easiest assignment is to put sentences a-c into one sentence; d-g in a second; and h-j in a third. The next step will be to make the three sentences into two. The hardest, really quite demanding, would be to put all the essentials into one sentence. And it can be made still more demanding, at every level, if the short sentences to be combined are listed out of order and the students have to arrange them sequentially first and then rewrite them.

That is one of the great virtues of sentence combining, its adaptability to the level at which the student is currently writing. Exercises can be planned to practice the particular kinds of combinations in which students need practice. It's fun to do, and it remains fun while it teaches. The teacher just has to make sure that the exercices are purposeful as well as enjoyable.

[end of extract]

3. Choose some of the sentences from the extract for students to combine and have students work together as a class; suggestions are written on board, read aloud, etc.

4. Students complete additional selected sentences on their own.

5. Teacher elicits (or explains) functions of punctuation and specific conjunctions. Examples:

   because, therefore, as a result ---------- cause/effect relationship
   but, however, though ---------- change of ideas in sentence
   when, at the same time as ---------- time order/sequence

6. Additional sentences for students to combine (more difficult!):

   a. The tornado raced through the aboandoned warehouse
      The tornado leveled it in an hour.

   b. Parker's friends ate his food.
      They sprawled on his sofa.
      They pretended to listen to what he said.

   c. A team of surgeons worked to save the driver.
      The surgeons were experienced.
      The driver was injured.

   d. The soldiers marched in the terrible heat.
      The soldiers marched all day.
      The soldiers marched slowly.
      The soldiers marched through the forest.

   e. Performances of a Broadway play were suspended.
      The actress playing the starring role had become ill.
      The actress had checked into a hospital.

f. An 80-ton crane was lifting materials for an office building.
The crane's boom began to tilt.
The crane fell over.
Two persons were killed and five other injured.

g. A once-booming Oklahoma oil city seemed down on its fortune.
The oil ran out in the 1940s, and the water gave out in 1977.
Today the town is growing again.
A new water supply has been piped in from another town.

h. All the residents of a remote island in the Pacific were evacuated safely on May 16, 1981.
They were evacuated by a Japanese cargo ship.
A volcanic eruption sent lava streaming toward their village.

7. At the completion of the tutorial, students vote for their favorite sentences, explain why, analyze the improvements that were made, etc.

Day 15: ACTIVITY 5 - Review/Preview/Homework

Refer to introductory notes re: Review/Preview/Homework Activities on p. 13.

Day 16: ACTIVITY 1 - Journal Writing

Follow established format.

Day 16: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. state the purpose and relationship of photographs and captions.

MATERIALS

Copies of front-page photograph from the prototypical lesson (see p. 51) ; additional photographs attached.

DEVELOPMENT

1. Say: "Last week we read and discussed articles taken from different parts of the paper, and talked about what sections people look for when they buy a paper. Today we will talk about something else in the daily newspaper that is very important." Ask: "What do many people notice first when they look at a paper?" Elicit: photographs. Ask: "Why are photographs so important?" Elicit: because they are quickly noticed they are important to writers and editors of the paper, and because they are easily understood they are important to readers.

2. Use the front-page photograph in the story discussed in the prototypical newspaper lesson.

3. Cover the caption, headline, and subheadline accompanying the photograph. Ask: "If I were to show you these pictures, what would you immediately know about the event?" Elicit: plane, engine on fire, crashes. Ask: "What does a photograph usually do?" Elicit: tells the most important part of the story, or shows important people, etc. Present other photographs from newspapers and elicit students' responses as to main ideas, people involved, etc.

4. Say: "We have already talked about the headline, "Death Plunge!" In addition to the headline there is--just underneath it--something else." Write on board:

AMATEUR FOTOG
SNAPS FINAL
SECONDS
PLANE'S FLIGHT

5. Ask: "What is the purpose of these few words?" Elicit: They give further information: words "final seconds" point out that plane is about to crash.

6. Elicit or supply terminology for words being discussed: subheadline, etc. Compare: sub = under; subway; subsoil; submarine, etc.

7. Since students would probably know definition of "amateur" if they heard the word, the auditory clue should be delayed in favor of strengthening visual and semantic clues. Therefore, before pronunciation is attempted, elicit definition of "amateur." If no student knows it as a sight word, teacher calls attention to sentence in which it appears, and seeks to emphasize its meaning contextually. Or teacher may offer word in context: "I am an amateur ballplayer, not like Tony Perez, who is a pro."

8. If no student knows "fotog" as a sight word, compare this form of the word with its appearance in the phrase in the paragaph itself: "...an amateur photographer..."

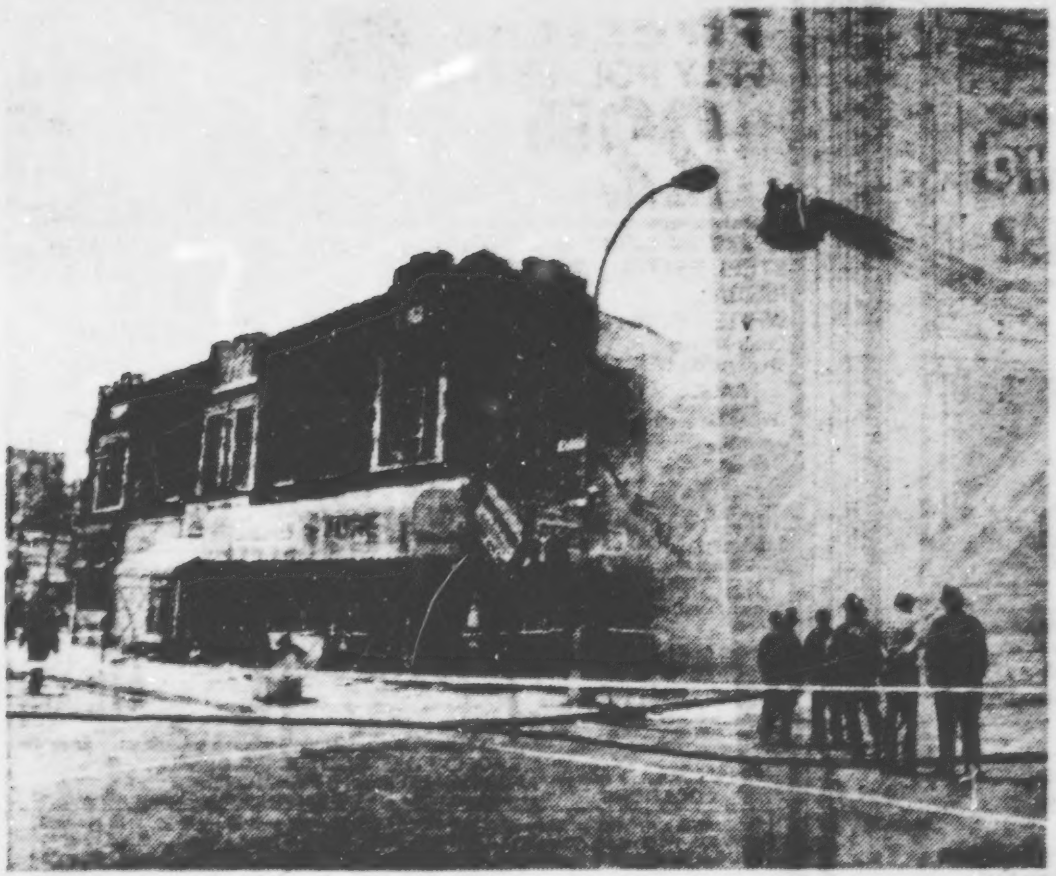
9. Students suggest reasons for practice of word shortening in newspapers, magazines, etc. Elicit: space-saving measure.

10. Say: "In this article, there is a subheadline, but that does not always appear with photographs in a newspaper. What usually appears is something like this: (see attached examples)." Point out lines below photographs. Ask: "What are these lines called?" Elicit: caption.

11. Ask: "What purpose does a caption serve?" Elicit: gets reader's interest; informs him of main idea of story.

12. Ask class to recall an important news story. Students suggest the kind of picture that might catch the reader's attention. Class votes for its preference and then each student writes a caption for the imagined photograph. Class selects its preference.

Daily News, Monday, May 2, 1983



Smoke rises from the two-story brick building that housed 20 businesses until a four-alarm fire about midnight Saturday wiped them out. A battered, waterlogged teddy bear (r.) lies in the street with other fire debris.

Day 16: ACTIVITY 2

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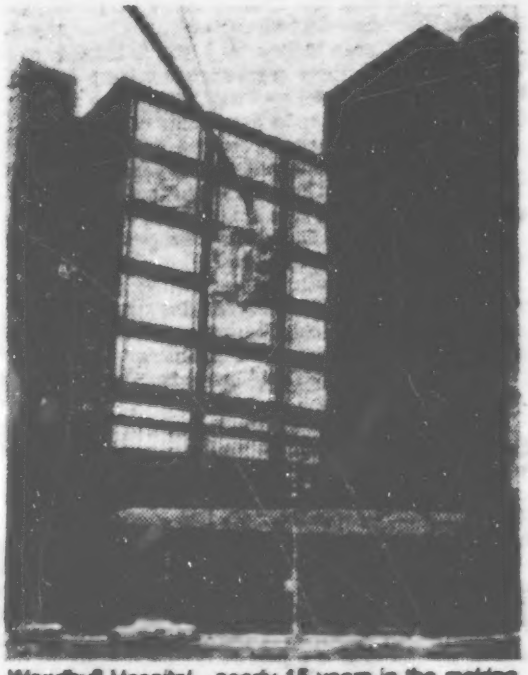
Black Hawks goalie Tony Esposito stops shot by Oilers' Charlie Huddy in first period. UPI

HARRY HAMBURG DAILY NEWS

Hubie Brown can't mask the pain of Sixer sweep.



Woodhull Hospital—nearly 15 years in the making.

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Day 16: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

- identify the theme of a selection.
- analyze a story in order to infer possible explanations of phenomena.
- formulate the basics of persuasion: emotional appeal; self-confidence; communication skills.

MATERIALS

Copies of "Who's Cribbing" from Beyond Time and Space, one for each student.

DEVELOPMENT

1. Say: "Let us suppose that you have just entered a writing contest. You have completed an important piece of writing: a poem, short story, etc., and are pleased with the results. However, the editor rejects your work, saying: 'Yes, it's good, but you didn't write it. You must have copied it from someone else. It's someone else's work, to which you have signed your name.' How would you feel?" elicit: surprised; angry; frustrated.

2. Say: "Today we are going to read about just such a situation. The story is written in the form of letters, from an editor to a writer; from the writer back to that editor and to others." Ask: "What special details will you have to pay attention to?" Elicit: addresses; identity of writers of letters.

3. Read first letter aloud. Elicit (or explain) meaning of "plagiarism"--context clue: "...[someone else] wrote the story you tried to pass off on us as an original." (Note etymology: from Latin plagiarius: kidnapper.

4. Have students read the rest of the story to find the answers to the following questions: (a) What do we know about Jack Lewis? (b) What is he being accused of? (c) What is he trying to prove? (Questions above are written on board, with words: Guided Reading Questions.)

5. Tell class: "Also keep in mind the title: What do you think it means?" (Hint: It is a term thieves use.)

6. Students complete silent reading, after which they write in their notebooks their answers to the three questions. Remind students that the answers are to be written in complete, well-constructed sentences.

7. Students read aloud their answers to the questions, and discuss story. Elicit: Jack Lewis insists that he alone wrote his stories, not someone named Todd Thromberry; and that Thromberry must have come back to life in the body of Jack Lewis; and that Lewis is telling the truth, but no one believes him; ---or--- that Jack Lewis is lying.

8. Elicit meanings of "cribbing" -- stealing. Ask: "Who is stealing?" Elicit: Lewis is stealing from Thromberry; Thromberry is stealing from Lewis. Invite discussion of these possibilities.

9. Students should reread appropriate passages of story in support of their position.

10. Ask: "Can we know for sure what is going on?" Possible answers: in the fantasy world of science fiction, anything is possible -- open-ended discussion.

Day 16: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

PERFORMANCE OBJECTIVES Students will be able to:

. develop the concept of relationships given visual images.
. define words from context clues in sentence.
. develop concept of homonyms.

MATERIALS

Posters (four) to accompany lesson.

DEVELOPMENT

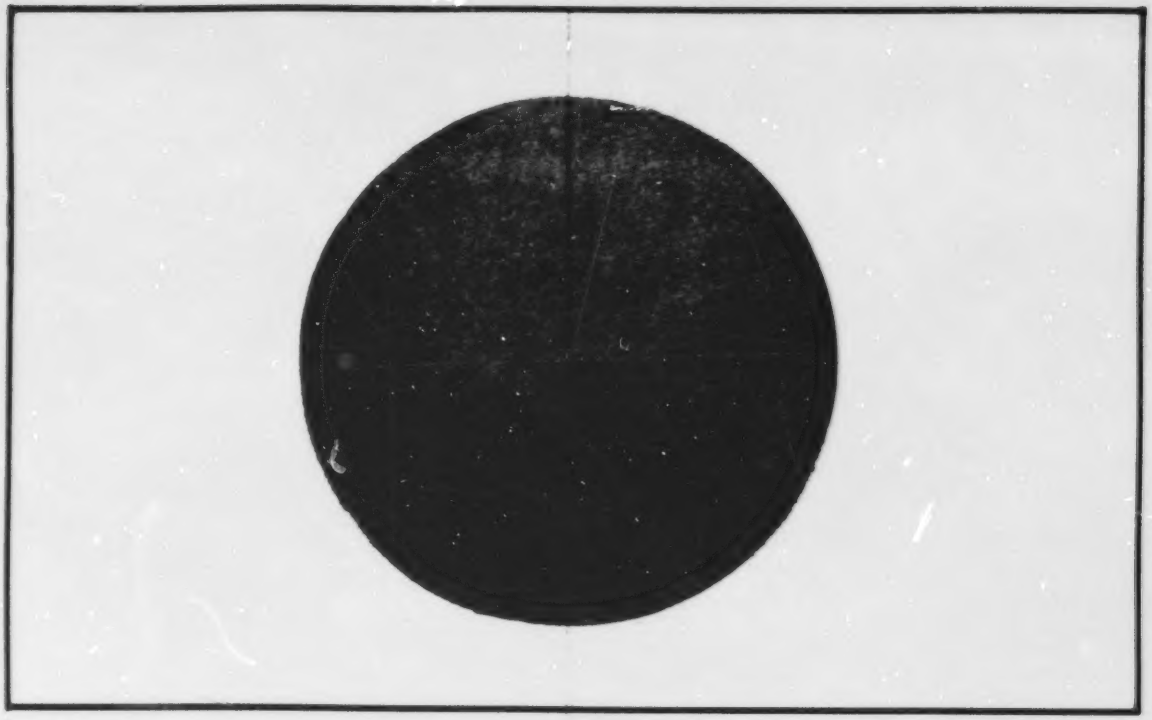
1. Hold up poster number one. Ask: "What does this mean to you?" Brief discussion will elicit various student responses: black dot; hole; tunnel; moon; planet.

2. Ask: "Why are answers different?" Elicit: insufficient information therefore answers are based on: individual experiences and differences; emotion; creativity; values.

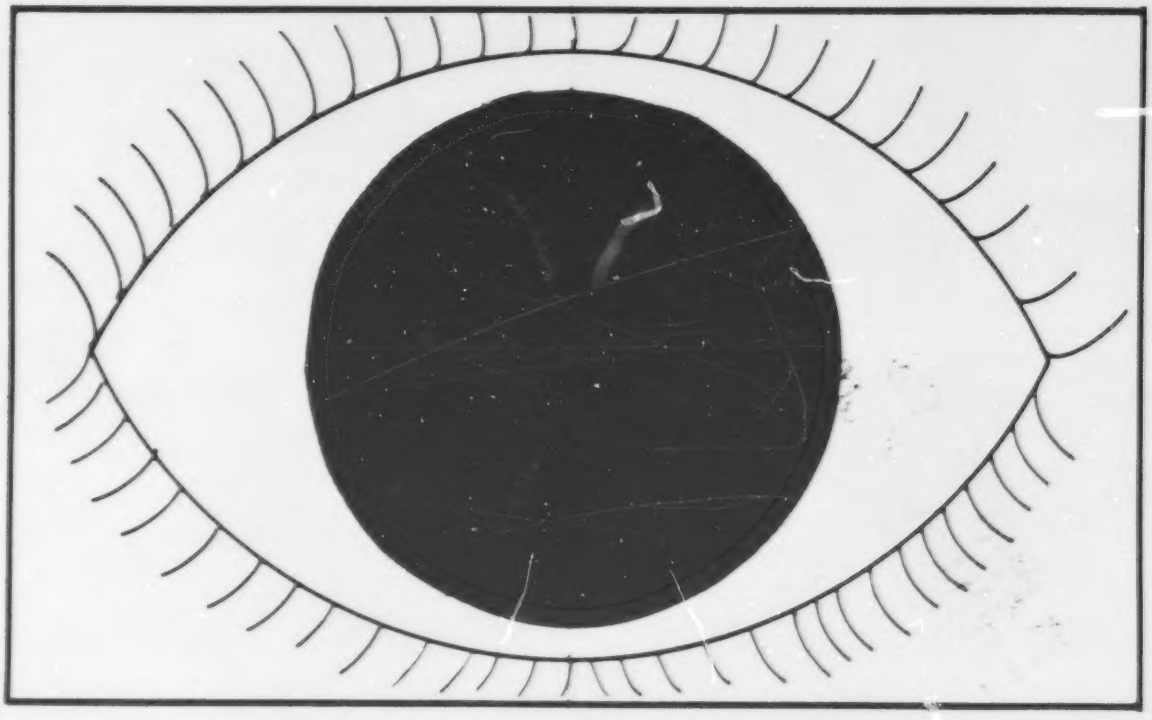
3. Hold up poster number two. Say: "This is same black dot. What is it now?" Elicit: pupil of eye. Ask: "How can we be sure?" Elicit: clues, details around it.

4. Hold up poster number three. Ask: "What is black dot now?" Elicit: heart of daisy. Ask: "How do we know?" Elicit: clues, details around it. Ask: "If black dot was the same in each case, what made the difference?" Elicit: What was around dot; environment; individual perceptions.

5. Hold up poster number four. Ask: "What is a black dot?" Elicit: part of letter i which is part of the word pine. Ask: "What does pine mean? A tree. I pine/tree for you. - to be lonesome."



Poster one



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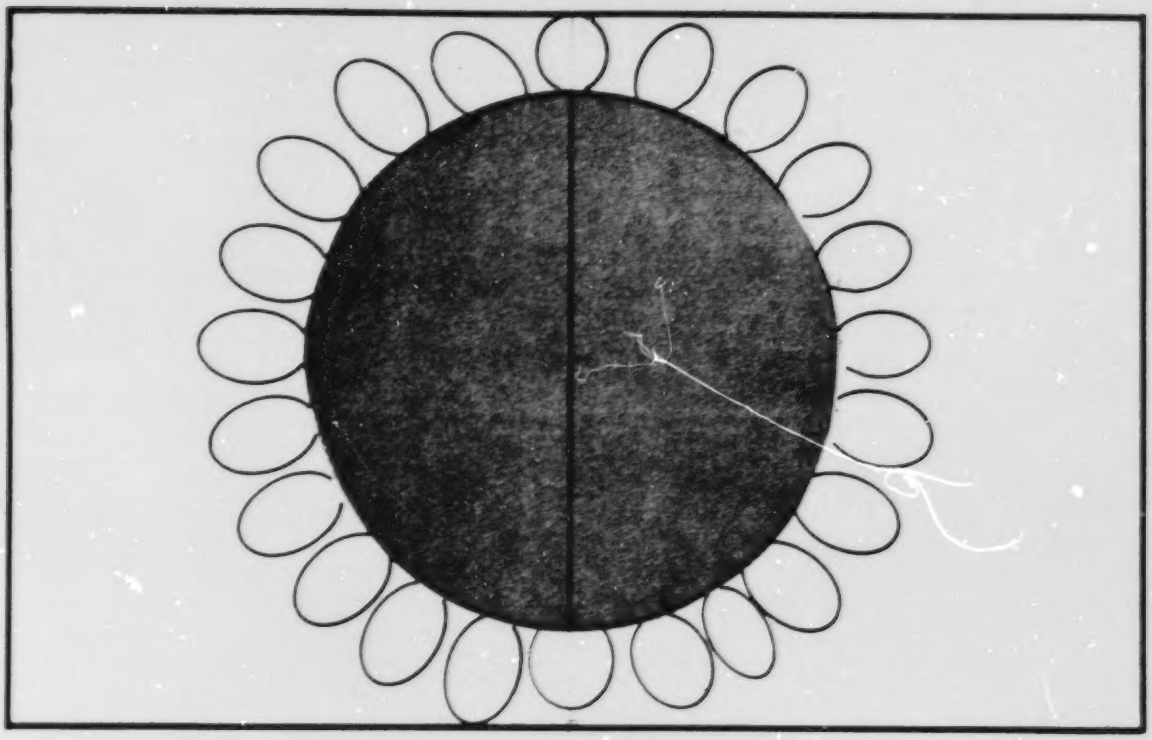

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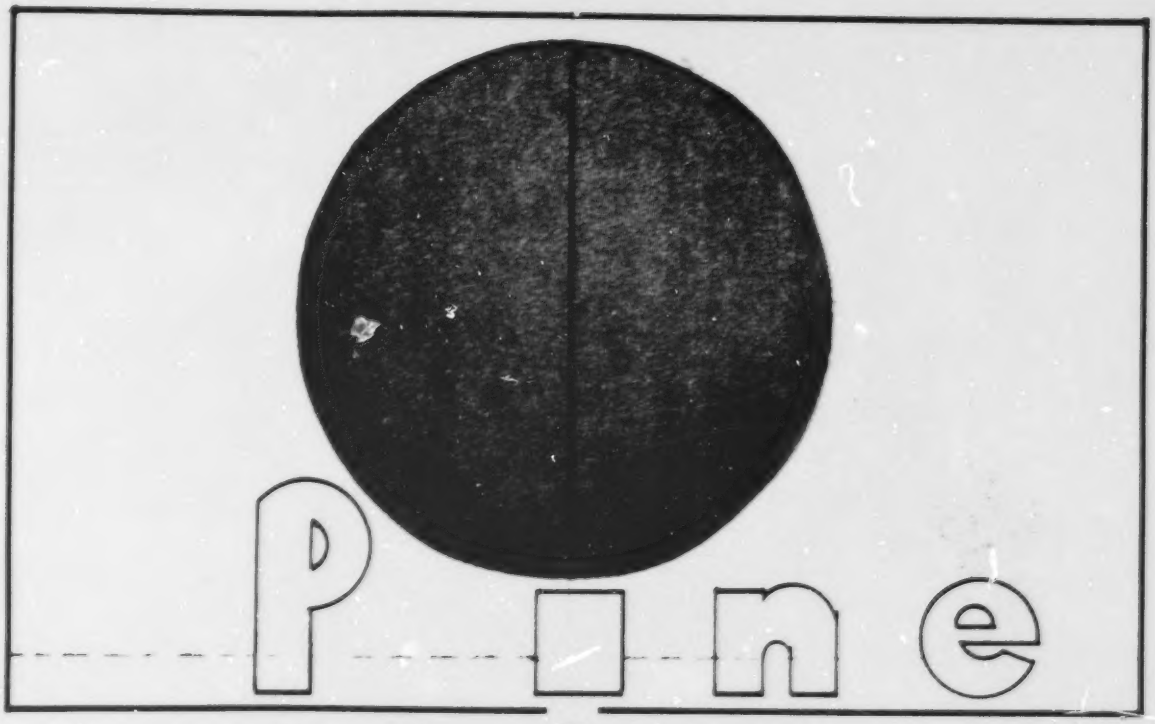

89

Poster four

6. Ask: "Can this concept of establishing a connection or relationship between an object or word and its background be applied to humans? to an individual and his or her family? community? culture"? Elicit: words, ideas, people exist in a setting. Setting is called context.

7. Place word on board. Elicit meaning through analysis: con - (com) with, together; text - (texere) to join, weave.

8. Develop on chalkboard use of context to determine meanings of words:

   bark: outer covering of tree
   sentence: We stripped the bark off the tree.

   bark: short loud sound made by dog
   sentence: When the thief heard Angus, my dog, bark, he ran away.

   bark: small sailing boat
   sentence: With its sails filled with wind, the bark moved swiftly across the bay.

   (Clues are underlined by students)

9. Students write three sentence paragraphs using these words and additional words suggested by teacher using context clues to assist comprehension.*

Day 16: ACTIVITY 5 - Review/Preview/Homework

Homework:

Say: "Imagine you are Thromberry in the story, 'Who's Cribbing.' You have been invited to appear on a TV debate to prove that Jack Lewis cribbed your story ---or--- Imagine you are Jack Lewis. You have been invited to appear on a TV debate to prove that you did not crib your story from Thromberry. Prove your position in writing, using as much evidence from the story as you can find."

*Material for this lesson was based on: Nettie Silver, editor, A Guide for Teachers: Implementing the Problem Solving Skills, Humanities Program, (New York State Education Department, 1980), pp. 21-23.

Day 17: ACTIVITY 1 - Journal Writing

Follow established format.

Day 17: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. formulate the purpose of a classified ad.

DEVELOPMENT

1. Call students' attention to the purposes of ads: help wanted; situations wanted; business opportunities; merchandise for sale; rooms/apartments for rent, etc.

2. Note the forms ads take: information available to job-seekers; information sought from job-applicants, etc.

DAY 17: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. utilize oral communication skills as a means of persuasion.

DEVELOPMENT

1. Refer to previous day's lesson. Ask: "What ways are there to persuade someone that you are right, ways to win an arguement?" Elicit: emotional appeal; evidence to support position, etc.

2. Following rules of debate, two teams are organized: those in favor of Jack Lewis; those in favor of Thromberry.

3. Following debate, students will vote in writing either in favor of Jack Lewis or in favor of Thromberry, with 2-3 sentences telling why they chose as they did. Count votes and award winning team prize, losing team consolation prize.

Day 17: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

PERFORMANCE OBJECTIVES Students will be able to:

. define vocabulary by using context clues.
. identify context clues.
. improve vocabulary and comprehension of sentences and paragraphs.
. develop concept of synonyms and antonyms.

MATERIALS

Copies of accompanying worksheet, one for each student.

DEVELOPMENT

1. Write these words on board: samiel simoom harmattan.
   Ask: "Does anyone know the meaning of any of these three words?"

2. Ask: "Based upon what we learned yesterday about context clues, what can I do to help you to determine the meaning?" Elicit: place words in a sentence. These words all mean the same thing; therefore, if you discover the meaning of one, you will know all three. Here is a sentence! Play detective and you will learn all three when I count to five.

3. Use flash cards or write on board. The samiel blows across the western coast of Africa, drying up whatever vegetation struggles to grow in the desert. What does the word, samiel, mean? Elicit: samiel is a dry, hot wind that is found in Africa, Arabia, Syria (samm - poison, yel - wind).

4. Ask: "What were your context clues?" Elicit: Clue #1 - It must be a wind because it blows. Clue #2 - It must be hot because it dried up vegetation. Clue #3 - It must be found in hot climate because it blew across the desert. How did we learn meaning? Elicit: sentence, words, clues.

5. Say: "There are other ways to discover clues. Look for synonyms. A synonym is a word that has the same or almost the same meaning as another word. Here are some examples." Distribute worksheets.

6. Say: "Another kind of context clue is an antonym--words that have opposite or nearly opposite meaning. Example: Exercise made the athlete firm not flaccid." Elicit: firm and flaccid are opposites; flaccid means flabby.

7. Ask: "Can you explain the remark, 'Don't quote me out of context.'?" Elicit meaning: To understand words and ideas exactly and completely, we must see or hear them in context.*

Day 17: ACTIVITY 5 - Review/Preview/Homework

Refer to introductory notes re: Review/Preview/Homework Activities on p. 13 .

*Material for this lesson was based on: Nettie Silver, editor, A Guide for Teachers: Implementing the Problem Solving Skills, Humanities Program (New York State Education Department, 1980), p. 23.

Day 17: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial
WORKSHEET

a. Not long afterward, Zeus sent for Epimetheus, a young god who was not busy at the time.

In this sentence Epimetheus means: son of Zeus
Greek athlete
a young god

b. Timidity was hiding in a corner: Epimetheus gave Timidity to the mouse. Suddenly frightened, the mouse took one look at the god and ran off into the bushes, as fast as its little legs could carry it.

In this sentence Timidity means: smallness
shyness
bravery

Note: timidity comes from the Latin word timidus--to fear.

c. He looked up and saw that the wind came from the wings of two ravens. The birds circled around the head of Woden, the King of the gods. The ravens, named Thought and Memory, were two birds that Woden sent out every morning to fly low over the earth.

In this sentence the ravens means: animals
mountains
birds

Day 18: ACTIVITY 1 - Journal Writing

Follow established format.

Day 18: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. identify editorial opinions.

MATERIALS

Copies of sample editorials, one for each student,

DEVELOPMENT

1. Call students' attention to and discuss the implications of the importance of reading carefully words/phrases in editorials. Lead them to see that some statements relate to facts, and some to writer's opinion and that readers of editorials must be able to distinguish between the two.

2. For example, using the sample editorials attached; place the following chart on the board:

These statements can be verified as true or not true; hence statements such as these are facts:	These statements reflect writer's feelings, points of view; hence these statements are opinions:
[there are]... unemployed people...	...country doesn't need and can't afford...
David Stockman testified...	Sounds right to us.
Several members of Congress are hot under the collar...	We think they're right.

Day 18: ACTIVITY 2 - Newspaper Activity

Teaching Fact/Opinion
(Editorials)

Editorial #1

How to insure everyone

Unemployed people need health insurance, but the country doesn't need and can't afford a new entitlement program giving free insurance to everyone who loses his job. Sen. Kennedy has proposed such a plan, which he says would cost the federal government $900 million in the first year, $2.7 billion after three years. You can bet it would end up costing far more, and the deficit is already up around $200 billion.

David Stockman, the Budget Director, testified the other day that most unemployed people are covered already. Some stay on the plans of their former employers, some are on union plans, and 40% have spouses who work, and can join their plans. Stockman thinks the rest should be allowed to stay on their former employers' plans, paying the premiums themselves, or should be allowed to buy cheap "catastrophic" insurance. That would cover most people and Medicaid would take care of the rest. Sounds right to us.

The Daily News, 5/2/83

Editorial #2

A deal is a deal

Several members of Congress are hot under the collar because the Chrysler Corp. is trying to get out of part of the deal that saved it from bankruptcy. We think they're right.

The Daily News, 5/11/83

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DAY 18: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. analyze expository writing to understand issues of importance to the community.

MATERIALS

Copies of Activity Sheet 4-9, "How Will the Community Survive?" from Citizenship in New York City, one for each student.

DEVELOPMENT

1. Say: "We have just examined Jack Lewis's difficulty in trying to convince the editors of his position." Refer to previous day's debate. In 2 or 3 sentences, can you describe an event when it was important for you to persuade someone to believe as you believe.

2. Students write their ideas: personal anecdotes -- convincing parents to rent a car; persuade girl to go on a date; persuade a teacher to give you a better grade. Ask: "How successful were you?"

3. Say: "As adults this will be happening to you all the time. The situation may change, but the need to persuade people to think as you think will remain the same. Let us look at a problem 6 people had in New York City that you or your family may not be involved in, or may some day have to solve." Present copies of article: "How Will the Community Survive?"

4. Distribute activity sheet and have students read directions.

5. Preteach "priorities" and "slated for demolition."

   a. priorities: structural analysis, as well as contextual clues, may be used; note root: prior; note Latin prefix: pri (meaning before, preceding something else), as in:

Prior	a superior officer in a religious order; the one who goes before everyone else;
primary colors	these come first; all the others are based on these;
primary grades	these come first in our schooling;
primary election	this comes before a general election;

   Prime Minister; Prima Donna, etc.

   Contextual clue: When we decide to come to school, instead of doing other things, we show that we have established priorities -- putting the most important things first.

   From the above, elicit meaning of priorities, as it will apply to the day's reading material.

   b. slated for demolition: We are slated for promotion, at the end of this grade. She is happy and excited, because she is slated for the starring role in a new movie. Elicit: ready for; selected for; put on a list for, etc.

   demolition: A strong earthquake often leads to the demolition of a building. Elicit: destruction.

6. Students reread directions on activity sheet. Arrange groups of 6, as instructions suggest. Students follow directions on page 191, drawing up the list of priorities. Guide groups, assists as necessary.

7. Each group shares with others its list of priorities, discusses its reasons for its choices.

8. Application: Students write a short paragraph (2-3 sentences), answering Conclusion Question on p. 191. (Or assign as homework.)

Day 18: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

Follow instructions for Day 16: ACTIVITY 4.

Day 18: ACTIVITY 5 - Review/Preview/Homework

Refer to introductory notes re: Review/Preview/Homework Activities on p. 13.

Day 19: ACTIVITY 1 - Journal Writing

Follow established format.

Day 19: ACTIVITY 2 - Newspaper Activity

Continue lesson from Day 18: ACTIVITY 2.

DAY 19: ACTIVITY 3 - Reading/Literature or Content Area Lesson

Continue lesson from Day 18: ACTIVITY 3.

DEVELOPMENT

1. Ask: "How are we going to decide on the best solution to the long-term plans as outlined on the activity sheet, p. 191 in Citizenship in New York City."

2. Write on board:

D	-	determine the problem.
E	-	examine all the evidence in the situation.
C	-	consider possible solutions.
I	-	include all advantages and disadvantages.
D	-	after decision has been carried out.
E	-	evaluate success or failure.

3. Ask: "What do we have to do first?" Elicit: determine problem; examine evidence. Rest of mnemonic is elicited, with teacher's guidance.

4. Students choose which decisions they think best, and extend their ideas in the form of a well-written paragraph, explaining their long-term plan.

5. Students share what they have written. Class does item "E" above: evaluates success or failure.

Day 19: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

Follow instructions for Days 17: ACTIVITY 4.

Day 19: ACTIVITY 5 - Review/Preview/Homework

Refer to introductory notes re: Review/Preview/Homework Activities on p. 13.

Day 20: ACTIVITY 1 - Journal Writing

. Follow established format.

Day 20: ACTIVITY 2 - Newspaper Activity

Use instructions for Day 15: ACTIVITY 2, adjusting lesson to reflect this week's material: newspaper/captions; classified ads; reviews/editorials -- fact/opinion.

DAY 20: ACTIVITY 3 - Test-taking Strategies

Follow instructions for Day 15: ACTIVITY 3.

Day 20: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

Use instructions for Day 15: ACTIVITY 4, with the following addition:

You may also wish to use some of the sentences in Activity Sheet 4-9 from "How Will the Community Survive?" Citizenship in New York City, previously used for expository writing, Days 15 and 19.

Day 20: ACTIVITY 5 - Review/Preview/Homework

Refer to introductory notes re: Review/Preview/Homework Activities on p. 13.

Day 21: ACTIVITY 1 - Journal Writing

Say: "Describe a 'hint' that someone gave you and explain how it was a help or a hindrance."

Day 21: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. infer meaning.

MATERIALS

Copies of the horoscope section of a newspaper.

DEVELOPMENT

1. Introduce the concept of inference. Say: "Today we are going to pretend that we are detectives and we will look for clues and hints. From these clues, we are going to make INFERENCES. Every day you make inferences. For example, if you ask your sister how she did on her math test and she replies by throwing down her book and yelling, 'I don't want to talk about it,' what do you think occurred? Why? Now let's read the horoscope and make inferences about our future based on what it says."

2. Ask students to find their sign, read it, and make an inference as to what they should or should not do today based on their horoscope.

Day 21: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. deduce meanings not explicitly stated.

MATERIALS

Copies of "Starbride," from Tales of Mystery and the Unknown, one for each student; illustration of sun and planets.

DEVELOPMENT

1. Discuss the possibility of having colonies on other planets. Ask the class for descriptions of what pioneers on other planets would have to do. Then put an illustration on the board (see below), and ask students to find Mars.

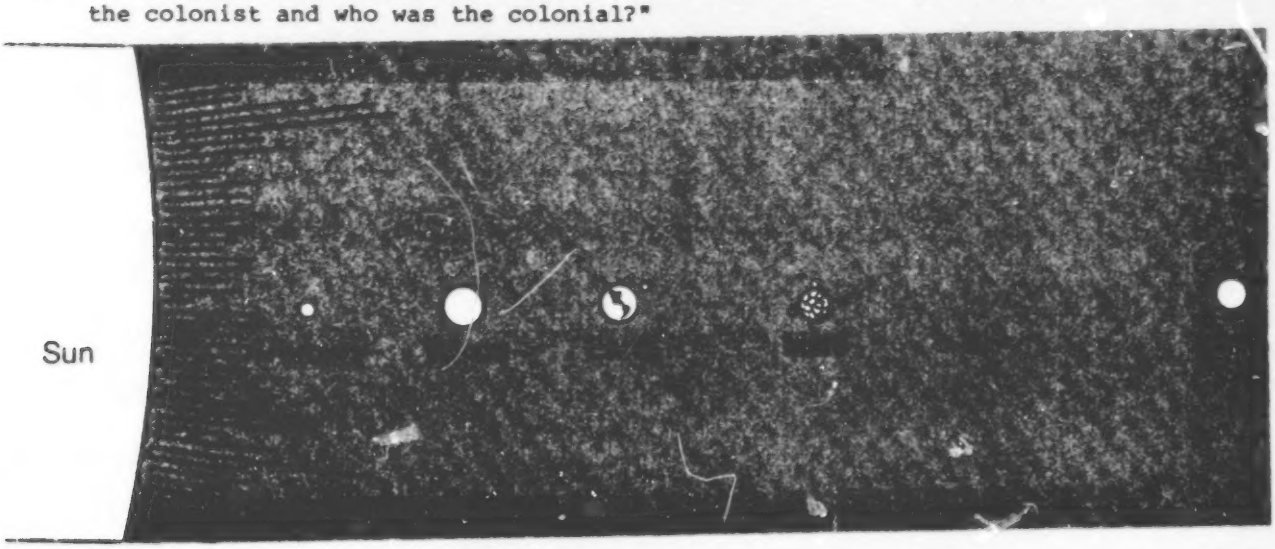
2. Preteach vocabulary words on page 146.

3. Read aloud and discuss page 145. Read the first four paragraphs aloud to the class. Before you read the fifth paragraph, ask: "When 'in time' do you infer this story took place?" Elicit: some time in the future. Ask: "What leads you to infer this?"

4. Continue to read the rest of the page aloud. Before the students read the next page, ask: "What do you infer are the color of the people on the strange planet? Why?"

5. Before students read page 149, ask them to find answers to the following questions: "What can you infer happened to the Starbride? What can you infer about the attitude of the Colonial Administrator toward the aliens? What hint do you get of the kind of people who live on the other planet from the songs they sing?"

6. Ask: "What is an inference? How does this narrator let you know who was the colonist and who was the colonial?"



Day 21: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

PERFORMANCE OBJECTIVES Students will be able to:

. develop the concept of multiple meanings.

DEVELOPMENT

1. Discuss multiple meanings of the following three words in the story:

Space: 1) infinity
2) extent or room
3) extent or area
4) of time

Native: 1) a person born in a certain region
2) one of the original people living in a place
3) an animal or plant that lives or grows naturally in a certain region

Troops: 1) body of people
2) herd
3) walk or march
4) a group of Boy/Girl Scouts under an adult leader

Day 21: ACTIVITY 5 - Review/Preview/Homework

Review: Review concept of making inferences. Give class this story: A man walks into the subway car. He is very wet. His umbrella is dripping. What do you infer has happened to this man? Why? Make up your own story.

Homework: Tell class: "Describe the feelings of the narrator toward her husband and toward Starbride. What is your opinion of her attitudes? Why does the husband feel guilty? Explain why his guilt does or does not make sense to you."

Day 22: ACTIVITY 1 - Journal Writing

Students will write in journal for five minutes about anything they wish.

Day 22: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. infer the character traits that make a person memorable or unusual.

MATERIALS

Copies of obituaries, one for each student.

DEVELOPMENT

1. Each student will pick an obituary of an important person (they need not all have the same one). The teacher will lead a discussion to determine whether people get long or short obituaries based on their importance.
2. Each student will read one obituary and write the primary character trait, skill or achievement that made this person memorable or unusual.
3. The teacher can lead the class in a discussion of what determines "greatness," or becoming a memorable person.

Day 22: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. infer the meanings of statements by predicting logical effects on consequences.

MATERIALS

Copies of Activity Sheet 5-1, "How Would You Feel?" from Citizenship in New York City, one for each student.

DEVELOPMENT

1. Elicit students' experiences in observing the consequences of the actions of individuals and groups on the quality of life in the city. Illustrate by citing examples of those who litter the streets, play loud radios, etc.)

2. Explain that today's lesson is designed to lead to a greater understanding of the role city workers play and how we, as citizens, view them.

3. The students will complete and discuss selections from pages 201-2 in Citizenship in New York City. (Select or eliminate items from these pages as is relevant to the learning capacity of the class.)

4. Application: Students will write a "fantasy" beginning. "If I were the Mayor of New York City, I would _____."

Day 22: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

PERFORMANCE OBJECTIVES Students will be able to:

. determine word meanings from contextual clues.

MATERIALS

Copy of p. 134 of Beyond Time and Space.

DEVELOPMENT

1. Explain that the way a word is used in a sentence, gives a clue to the word's meaning.

2. In the following sentences, students are going to look for the information surrounding the unknown word and identify a clue to its meaning. Sentences taken from page 134 of Beyond Time and Space.

a. Cyanide is sometimes used to kill woodchucks, coyotes and other animals.

unknown word clue

b. Polluted air and rain water can erode even the strongest concrete.

unknown word clue

c. People with sinus trouble often have runny noses and headaches.

unknown word clue

d. The survivors of the plane crash were rushed to the hospital.

unknown word clue

e. Some people won a generator for use when the power goes off.

unknown word clue

3. On WORD BANK cards students will write each unknown word and its definition, in their own terms.

Day 22: ACTIVITY 5 - Review/Preview/Homework

Review: Explain that one way to guess the meaning of an unfamiliar word is to imagine a blank in its place and to think of another word that makes sense in the context of the selection. For example, what words might fit into the blanks in these sentences taken from page 171 of Tales of Mystery and the Unknown. It's happened more than once: a young child seems to have clear memories of having lived before as another human being! Usually, as the child grows a bit older, the memories fade and finally disappear.

Preview: "Tomorrow we will read a story about the amazing Shanti Devi. The word reincarnation figures in the story."

Homework: "Deduce the meaning of the word reincarnation using context clues from the following sentence: Although John Smith died in 1653, he was reincarnated as Bill Jones in 1953 and is now a thirty year old baseball player for the New Jersey Bulls." "Write another sentence in which you use the word reincarnated correctly."

Day 23: ACTIVITY 1 - Journal Writing

Say: "A male friend of mind said that if he ever comes back again, he wants to come back as a beautiful woman. What would you like to come back as?"

Day 23: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. determine how a critical judgment is made.

MATERIALS

Copy of book, movie or television review from a newspaper.

DEVELOPMENT

1. Explain the role of the critic. Ask: "Why do we have critics? Why do we have reviewers?"
2. Ask: "What right does the critic have to express his or her opinion about a movie, book, play, etc.?"
3. Ask: "How does a feature column differ from a news story?"
4. Ask: "Are there accepted codes for good literature or is it strictly a matter of opinion?"

The teacher will choose a review and apply the above questions.

Day 23: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. identify the author's point of view as expressed in a story.

MATERIALS

Copy of "The Girl Who Lived Twice, from Tales of Mystery and the Unknown, one for each student.

DEVELOPMENT

1. Brainstorm with the class with the following words/phrases: reincarnation, life-after-death, Bridey Murphy, Audrey Rose.

2. Discuss vocabulary words on page 172.

3. Read the first page of the story aloud. Have students complete the story silently. Ask the following questions to guide the reading: "What is the author's point of view on reincarnation? What proof do you have of his point of view? What do we learn of the author's point of view from the last sentence in the story?"

Day 23: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

PERFORMANCE OBJECTIVES Students will be able to:

. identify synonyms.
. develop concept of degree.

DEVELOPMENT

1. Explain the concept of degree. Some words express a quality or feeling more strongly than others. For example: Lorna was upset. Sandra was hysterical. Which girl was more disturbed, Lorna or Sandra? How do you know this? Elicit: hysterical is a stronger word than upset; it shows a greater degree of disturbance.

2. Ask the students to rank the following synonyms on the basis of degree of strength or any other shared feature.

   IMAGINARY
   unreal, legendary, mythical, flight of fancy, created, fabricated, visionary, dreamlike, romantic, shadowy, pictured, invented, made-up, fantastic, fictitious.

YEARNING
longing, desire for, hankering, hunger, wish, mania, yen, apsiration, want, lust for, whim, passion, lure, temptation, attraction, set one's heart upon, crace, ache, thirst for, languish for, itch for, gasp for.

SANITY
sound mind, mental health, mental behavior, rationality, lucidity, sananess, right mind, not crazy, not deranged, neurosis-free, well adjusted.

3. Pick a few words from the suggested lists and see how these words are similar or different.

Day #3: ACTIVITY 5 - Review/Preview/Homework

Review: Review the concept of author's point of view. Ask: "What is the importance of recognizing and understanding an author's point of view?"

Homework: Students are to write their own review of the story read today. The students should include their point of view in their writing. The students are given the following frame:

I LIKE THIS STORY BECAUSE _____

_____

A REASON I HAVE THIS OPINION IS _____

_____

Day 24: ACTIVITY 1 - Journal Writing

The students can write about their favorite animal.

Day 24: ACTIVITY 2 - Newspaper Activity

DEVELOPMENT

1. Review the four "W's": who, what where, when. This is done by asking the questions: Who is the story about? What is the story about? Where does the story take place? When does the story take place?

2. Using an article from the sports section, the teacher will explain and then ask the class to illustrate the use of these four questions in writing a newspaper article.

Day 24: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. deduce meanings not explicitly stated.

MATERIALS

Copies of "King of the Beasts," from Beyond Time and Space, one for each student.

DEVELOPMENT

1. Brainstorming about different animals in the zoo, elicit different kinds of animals from the class, being sure to include the zebra, sea otter, elephant, tiger, ostrich and dodo.

2. Discuss vocabulary words on page 156.

3. Read the first three paragraphs aloud and ask the following questions: "How do you know that the gorilla and rhinoceros are extinct? How do we infer that the story is set in the future? Why do you think all the animals are dead?"

4. Have students complete reading the story. "How do you infer that the animal in the last tank is dangerous? What has evidently happened to the human race?"

Day 24: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

Follow instructions for Day 23: ACTIVITY 4, using the following words.

DISTINGUISHED
notable, great, important, famous, conspicuous, marked, air of distinction.

STRUT
swagger, parade, prance, walk, tread, skip, hike, amble, promenade, saunter, stroll, limp, slouch, stagger, reel, trudge, trail, tip toe, troop.

RESTORE
remodel, renovate, repair, renew, return, mend, refresh, rebuild, fix, retouch, cure, redesign.

Day 24: ACTIVITY 5 - Review/Preview/Homework

Review: "Using the picture, what inference can you make about what has just happened?"

Homework: Students will clip one article from the newspaper and underline the who, what, where and when facts in the article.

Day 24: ACTIVITY 5 - Review

Day 25: ACTIVITY 1 - Journal Writing

Say: "Write about the type of job you would like to have when you graduate from high school. What are the reasons you have chosen this job?"

Day 25: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. develop letter writing skills.

MATERIALS

Copies of classified job advertisements, one for each student.

DEVELOPMENT

1. Review understanding of classified ads (Lesson #17, p. 92). Instruct the class to turn to the classified job advertisement section of the newspaper.

2. Write abbreviations from job advertisements and their meanings on the board (for example, dept., trnees., mgmt.).

3. After the teacher reviews the proper form for a business letter, each student chooses and reads an advertisement and then writes a letter in reply.

Day 25: ACTIVITY 3 - Reading/Literature or Content Area Lesson

Follow instructions for Day 22: ACTIVITY 3, using Activity Sheets 5-4 and 5-5, "Fair Riders!" and "Who's Ripped Off?" from Citizenship in New York City, one for each student.

Day 25: ACTIVITY 4 - Test-Taking Strategies

PERFORMANCE OBJECTIVES Students will be able to:

. develop test-taking skills.

MATERIALS

Copies of Evaluation Test, one for each student.

DEVELOPMENT

Administer the attached test. Students will read the paragraph and choose the correct answer.

Day 25: ACTIVITY 5 - Review/Preview/Homework

Homework: Each student assumes the role of a character from a story read during the past week. The student writes a classified ad seeking employment as the character would have written it.

Day 25: ACTIVITY 4 - Test-Taking Strategies

EVALUATION TEST

Oscar always liked the opposite of what everyone else liked. If his friends wanted ice cream, he wanted cake. If his brother wanted to play, Oscar wanted to sleep. If his class liked a book, he said it ws dumb.

Most of Oscar's friends were baseball fans. Some others liked football. The rest liked softball. So Oscar liked basketball. But he didn't cheer for his home team, the Boston Rings. He cheered for the New York Loops. He knew all about the Loops players. He wore a Loops shirt and hung a Loops flag in his room. He watched the Loops play on TV.

One day Oscar sadly told his friends that he was moving. His family was moving to New York City.

"You'll get to see the Loops," said his friend, Tim.

"Hey, that's right," cried Oscar. "Wow! I can hardly wait."

Tim smiled. He knew how opposite Oscar was. In New York everyone was a Loops fan.

A month later, Tim got this letter from Oscar.

Dear Tim,

New York's O.K., but I like Boston better. I miss the Boston Rings. Please send me a Rings flag for my room.

Your friend,

Oscar

---

1. What is the story mostly about?
   a. Oscar cheered for the New York Loops before he moved.
   b. Most of Oscar's friends in Boston were baseball fans.
   c. Oscar was excited about moving from Boston to New York.
   d. Oscar always liked the opposite of what everyone else liked.

2. What was Oscar's favorite sport?
   a. Basketball
   b. Football
   c. Baseball
   d. Softball

EVALUATION TEST

3. Tim was probably a...
   a. Loops fan.
   b. Rings fan.
   c. Oscar fan.
   d. New York fan.

4. Tim probably lived in...
   a. New York.
   b. Boston.
   c. Chicago.
   d. Pittsburgh.

5. Why did the writer write this story?
   a. To tell the reader an entertaining story about Oscar.
   b. To give the reader information about basketball.
   c. To talk the reader into becoming a Loops fan.
   d. To warn the reader about the dangers of being opposite from everybody else.

6. People who are scared by <u>imaginary</u> dangers often show courage in the face of real dangers. In this sentence, <u>imaginary</u> means
   a. real.
   b. unreal.
   c. strange.

7. After the ninth-inning homerun had won the game, everyone in the ball park seemed to lose his <u>sanity</u>. In this sentence, <u>sanity</u> refers to
   a. cleanliness.
   b. good sense.
   c. money

8. Julio has a <u>yearning</u> for pistachio ice cream. <u>Yearning</u> means
   a. hatred.
   b. bowl.
   c. desire.

9. Mr. Tomomi Moto, who lives in Los Angeles, California, is not a <u>native</u> Japanese. Mr. Moto probably
   a. is a citizen of Japan.
   b. was born in Japan.
   c. was not born in Japan.

10 "RED SOX CONQUER TIGERS, 5-3." This headline would probably please
   a. a Red Sox fan.
   b. a Tiger fan.
   c. anyone who favors war.

ANSWER KEY: 1(d) 2(a) 3(a) 4(b) 5(a) 6(b) 7(b) 8(c) 10(a)

Day 26: ACTIVITY 1 - Journal Writing

Topic: Are all men created equal? Explain your answer.

Day 26: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. make inferences from a cartoon.

MATERIALS

Cartoon(s) from editorial page, one for each student

DEVELOPMENT

1. Direct the students to look at a cartoon on the editorial page. To guide the students in understanding a cartoon, ask the following questions: What is the title of the cartoon? What are the other words in the cartoon? Are there any outstanding figures in the cartoon; who or what are they? Do these figures symbolize (or stand for) someone or something else? Is there any exaggeration in the cartoon? What does exaggeration mean? What is the cartoon about? What is the cartoonist's attitude on this subject?

Day 26: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. deduce meanings not explicitly stated but logically suggested (infer meaning).

MATERIALS

Copies of "Examination Day" from Beyond Time and Space, one for each student.

DEVELOPMENT

1. Brainstorm with the class with the following topics: (a) areas of government that control people's lives (i.e., schools, laws, army, police) (b) I.Q. and intelligence.

2. Discuss vocabulary words on page 146.

3. Direct the students to look for the answers to the following questions as you read the first page aloud: Why do you think Dickie's father tells him to read comic books? Why do you think Dickie seems uninterested in his comic books?

4. Ask the class to read the first half of the next page (149), looking for the answers to the following question: Do you think the father's answer to Dickie's two questions are good or adequate answers?

5. Ask the class to read the bottom of page 148 and top of page 149, looking for the answer to the following question: What clues do you have that Dickie's parents are worried?

6. Ask the class to read page 150 and stop and predict the outcome of the test.

7. Read aloud the last page, directing the class to look for the answers to the following questions: Can you complete the sequence given in the story? (one, four, seven, ten....) Why did Dickie's mother cry out? What happened to Dickie?

8. Review the first four questions. The answers given by the class will now be different than those given earlier.

Day 26: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

PERFORMANCE OBJECTIVES Students will be able to:

. develop ability to expand sentences using but/or.

MATERIALS

Copies of Beyond Time and Space, pp. 147-151.

DEVELOPMENT

1. Guide the class in filling in the appropriate word in each sentence to expand that sentence. Example: He didn't understand what the sudden trouble was about, BUT he did know that today was his birthday.

   a. He fingered the topmost comic of the stack, _____ seemed uninterested in the colorful squares of fast-paced action.
   b. Not that the Government thinks you won't tell the truth, _____ this stuff makes sure.
   c. There was a microphone on the left arm of the chair, _____ when the boy sat down, he found its pinpoint head conveniently at his mouth.
   d. The woman tried to reach it first, _____ her husband was quicker.
   e. Do you wish his body buried by the Government, _____ would you prefer a private burial place?

Day 26: ACTIVITY 5 - Review/Preview/Homework

Review: Review the cartoon and ask the class the following questions: Is the cartoon funny? What is propaganda? How do we know whether the cartoon is a source of propaganda or not? In your opinion, is the cartoon accurate?

Homework: Direct the class to take the cartoon from the lesson and write a paragraph explaining the main idea of the cartoon with two supporting details. The following frame is given:

The main idea of the cartoon is _____.

One detail in the cartoon that helps support the cartoonist's main idea is _____.

Another important detail is _____.

It is clear that the cartoonist believes that _____

_____.

Day 27: ACTIVITY 1 - Journal Writing

Topic: Do you believe in ghosts? Explain your answer.

Day 27: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. identify the main issue.
. identify the writer's point of view.

MATERIALS

Copies of a daily newspaper, one for each student.

DEVELOPMENT

1. Direct the class to turn to the letters to the editor section. Explain that sometimes readers have strong feelings about what they read and write to the newspaper.

2. Explain that people write letters to the editor to share their feelings and attitudes and persuade others to feel as they do.

3. Students can write letters to the editor.

4. Guide the class in reading several letters to the editor in order to identify the topic of the letter and explain the writer's point of view on that topic.

Day 27: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. identify the writer's point of view as it is expressed in a story.

MATERIALS

Copies of "The Great Amherst Mystery" from Tales of Mystery and the Unknown, one for each student.

DEVELOPMENT

1. Brainstorm with the class with the following words: poltergeists, ghosts, spirits.

2. Read the first paragraph aloud, directing the students to look for the answer to the following question: What is the author's view of ghosts?

3. Before reading the second paragraph aloud, ask the students to think about the following question: How does the author establish his credentials as an investigator of ghosts?

4. Ask the class to read the rest of the story silently, and answer, in writing, the following questions: List all the lines in the story in which the author indicates that you should believe in a supernatural explanation for the events. Why does the author stress that Esther was not smart? Why does the author talk about the doctor? What is the author's point of view? Must we believe that point of view? Why? Why not?

5. Ask: "In your opinion, what other explanation could there be for these events? Explain."

Day 27: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

PERFORMANCE OBJECTIVES Students will be able to:

. combine sentences using the word "and."

MATERIALS

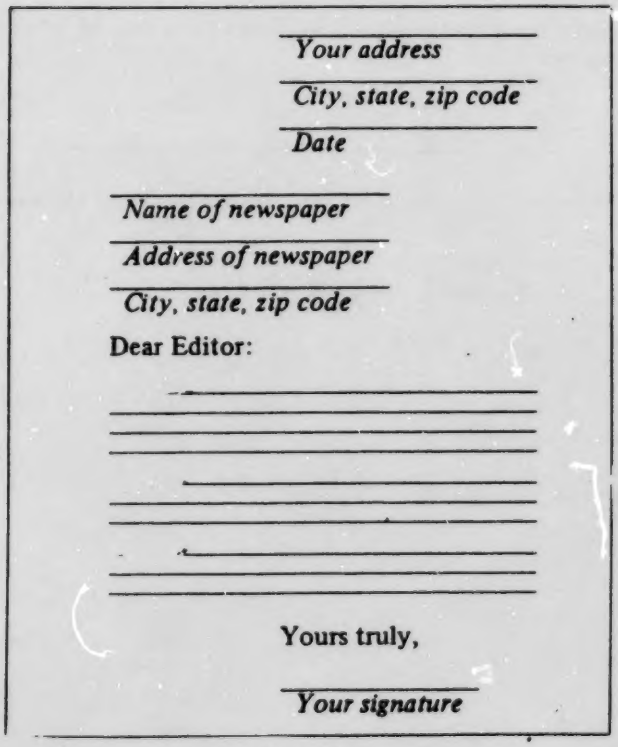
Copy of Beyond Time and Space, p. 179.

DEVELOPMENT

1. Instruct the group to combine, or join, the two sentences given in each example, using the word "and" to form one complete sentence. Example: The siren gave a great howl AND People pressed forward into the Mars Rocket.
   a. The rocket took off. They were flung headlong into dark space.
   b. I want to see where we are. I want to see where we're going.
   c. He need only carry it out. This journey would be fine and joyous indeed.
   d. The boy's face grew feverish. His lips trembled.
   e. The door opened and the light in the cabin went out. There was a whisper of voices.

Day 27: ACTIVITY 5 - Review/Preview/Homework

Review: Review the form of a business letter (see below).



Homework: The students will write a letter to the editor of a daily newspaper on a topic of their choice. It could be a reaction to an article, column or feature. Remind students that they have the best chance of being published if they respond promptly to an article or editorial. The addresses of some of the daily newspapers are:

1. Amsterdam News
   2340 Frederick Douglass Cir.
   New York, N.Y. 10027

2. The Daily News
   220 East 42 Street
   New York, N.Y. 10017.

3. New York Post
   229 West 43rd Street
   New York, N.Y. 10026

4. New York Times
   229 West 43rd Street
   New York, N.Y. 10026

Day 28: ACTIVITY 1 - Journal Writing

Topic: What is your opinion concerning smoking in school?

Day 28: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. differentiate between fact and opinion.

MATERIALS

Copies of newspaper with Inquiring Photographer column, one for each student.

DEVELOPMENT

1. Direct the students to look at the Inquiring Photographer.

2. Explain that just because a person says or strongly suggests that something is a fact, doesn't make it so. When you are making a judgment, think about such statements carefully, taking another look at what is being labeled as "a fact," "the truth," "what everybody knows," or "what will happen."

3. Explain there are a number of different kinds of acceptable proof: observations, actual measurements, or written records.

4. Ask the following questions: What determines opinions people have (i.e., religion, ethnicity, education, etc.). After reading all the answers to the question in the Inquiring Photographer column, which do you think is the best and why? Are the answers in the column based on fact or opinion? Why do you think so?

Day 28: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. examine his or her attitudes and actions concerning the environment.

MATERIALS

Copies of Activity Sheets 6-5, 6-6, 6-7, "The Smoke-Filled Subway Car!" "What Do You Know about D.W.I. (Driving While Intoxicated)?" and "D.W.I.: What Can You Do to Help?" from Citizenship in New York City.

DEVELOPMENT

1. Explain that today's lesson is designed to explore the student's attitudes and actions concerning their environment. The teacher has the option of selecting all or some of the items on the activity sheets.

Day 28: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

PERFORMANCE OBJECTIVES Students will be able to:

. develop comprehension of sentence patterns.

DEVELOPMENT

1. Write on chalkboard and have students fill in the blanks to make complete sentences.

Some _____ drink too much because _____

_____

and _____.

Alcoholism is _____.

Schools and _____

can help troubled _____

and _____ can listen to and help these

teenagers at school.

2. Write the following sentences on the chalkboard and have students combine. Say: "In each item below join the two sentences using 'and,' 'because' or 'or.' Write the sentence in your notebooks."

a. Many people in the United States drink too much. They feel alone. They feel helpless.

_____

_____

b. Some parents do not understand their children. They find it difficult to listen to their children.

_____

_____

c. Many hospitals can help alcoholic teenagers. Many schools can help.

_____

_____

d. Teenagers who are alcohol abusers must receive help quickly. They may die without help.

_____

_____

Day 28: ACTIVITY 5 - Review/Preview/Homework

Review: Review that just because a person says or strongly suggests that something is a fact doesn't make it so. The teacher directs the students to read each of the statements below and decide if each one is a fact or an opinion.

a. By 1980 most American cars will have rotary engines, which are lighter and smaller than piston engines.

b. To tell the truth, beards make men look older and more distinguished.

c. The African continent holds one-third of the world's population.

d. Speed traps don't do any good; they just make money for the city and make enemies for the police.

e. Each of those cartons holds a dozen sixteen-inch pewter plates that sell for $29.50 apiece.

Homework: The students can compose their own question for the inquiring photographer. They may send their questions to a daily newspaper if they wish.

Day 29: ACTIVITY 1 - Journal Writing

Topic: Describe a problem that most bothers you in your neighborhood.

Day 29: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. identify main idea in a selection.
. identify the writer's point of view.

MATERIALS

Copies of newspapers with editorial section.

DEVELOPMENT

1. Direct the students to the editorial section of the newspaper.

2. Explain that just as we have our own opinions about what is going on in the world, people who run newspapers have theirs. They express their opinions about the events in the news on the editorial page of the newspaper.

3. As good readers, students should be aware that editorial writers are trying to persuade them to agree with what they are saying by giving strong arguments to support their opinions.

4. Ask the students to read an editorial and answer the following questions, using this frame:

a. What is the headline? _____.

b. What is this editorial mainly about? _____.

c. What is the editor's point of view on this topic? _____

_____.

Day 29: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. identify urban problems and develop strategies to solve them.

MATERIALS

Copies of Activity Sheet 6-12, "Somebody shoud do something about that..." from Citizenship in New York City, one for each student.

DEVELOPMENT

1. Explain that today's lesson is designed to make the student aware of certain urban problems and to be able to devise strategies for solving them. The teacher will direct the class in doing the exercises on pages 291 and 292.

Day 29: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

PERFORMANCE OBJECTIVES Students will be able to:

. add descriptive words to sentences.
. identify facts.

DEVELOPMENT

1. Write the sentences below on the chalkboard and direct the group to use the blank in each sentence to add a word that will describe the subject. (These sentences are taken from Tales of Mystery and the Unknown, pp 195 to 199.)

   a. The _____ (young) lady was a patient of mine.

   b. Esther's life in her _____ (new) home was _____ (completely) untroubled.

   c. The Teeds were _____ (good) people.

d. I saw a _____ (heavy) ashtray leave its place on a table.

e. Esther Cox was _____ (short), _____ (stout) girl who could only be described as _____ (plain). Her sister Jennie was the _____ (pretty) one.

Day 29: ACTIVITY 5 - Review/Preview/Homework

Review: Reading an editorial, the teacher will explain that an editorial states a position interpreting a news event and is intended to influence public opinion through urging action or protest.

Homework: The students will write a letter to one of the agencies listed on page 292 of Citizenship in New York City, telling their opinion or urging action.

Day 30: ACTIVITY 1 - Journal Writing

Topic: If you could pick a gift for your next birthday, describe what it would be and why you choose that gift.

Day 30: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. recognize the main idea in a selection.
. recall literal information.
. infer meaning.

MATERIALS

Copies of newspapers, one for each student.

DEVELOPMENT

1. Direct the students to turn to an essay or column in the newspaper.

2. Explain that the main idea is an understanding the reader gets from the whole selection, aided by various details.

3. The teacher will choose an essay/column and direct the class to use the lead sentence or paragraph from the essay/column to tell what it is about.

4. The students will then list three details from subsequent paragraphs supporting their interpretation. The students will answer the following questions:

   a. From your essay/column, use the lead sentence or paragraph from the article to help you tell, in your own words, what the article is about.

   b. List three details you have learned about the topic of the essay/column.

Day 30: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. recognize the main idea in a short story.
. recall literal information contained in a short story.

MATERIALS

Copies of "The Gift," from Beyond Time and Space, one for each student.

DEVELOPMENT

1. Ask the following questions: Describe your feelings when you fly in an airplane. What do you imagine a trip to Mars would be like? Have you ever landed in New York at night? What does it look like?

2. Discuss the vocabulary words on page 178.

3. Direct the class to read the story silently, looking for the answers to the questions on page 181-182, "Checking your understanding..."

4. The teacher then directs the class to write the main idea and supporting details of a story, using the following story starter:

   It was a dark and stormy Christmas Eve of when all of a sudden _____.

Day 30: ACTIVITY 4 - Test-Taking Strategies

The teacher should provide a review of the test-taking strategies taught during the previous six weeks. Review with students the format of the tests they will be taking with suggestions for dealing with filling in the circles on the answer form, making complete erasures, guessing, etc.

Teacher Evaluation

Dear Teacher:

Your evaluation of these lessons will be extremely helpful to future efforts. Therefore, please take a moment sometime after this program is over to complete the questionaire below and return it to this office.

Both your comments and your contributions will be very much appreciated.

Sincerely,

Steven Tribus
Director (Interim Acting)
Communication Arts Unit

High School PREP Program, Summer 1983

Teacher Evaluation of Lessons in Communication Arts

Check one: Evaluation for lessons 4.9 and below ____ 5.0 and above ____

1. The structure of the 75-minute lesson was _____.
2. The sequence of instruction of the whole class reading lesson was _____.
3. The anthologies provided are _____.
4. General comments on the design and materials: _____

_____

_____

5. Lessons Comments

Week 1 _____

Week 2 _____

Week 3 _____

Week 4 _____

Week 5 _____

Week 6 _____

6. Suggestions for Improvement: Include here any original or published materials you added to this curriculum that you would recommend for future use. All contributions used will be given appropriate credit.

_____

_____

_____

_____

_____

Name (Optional) _____ Summer Site _____

Summer Supervisor _____

Group Taught: A _____ B _____

Home address _____ Boro _____ Zip _____

Return to: Steven Tribus, Communication Arts Unit, Room 401,
131 Livingston Street, Brooklyn, N.Y. 11201